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ABSTRACT

This curriculum guide is designed to provide teachers with a tool for planning an instructional program in physical education based on the Texas Education Agency essential elements and the goals and objectives of the Fort Worth Independent School District. The guide covers six major instructional areas: (1) physical fitness; (2) motor development; (3) rhythm and dance; (4) games and sports; (5) tumbling and gymnastics; and (6) personal development. Scope and sequence charts display the core content of the course and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction. Included are bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

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GRADES 3-5

PHYSICAL EDUCATION

FORT WORTH

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FORT WORTH, TEXAS
1989

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GRADES 3-5

PHYSICAL EDUCATION

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

*"The challenge ... is to prepare **all** students to participate in further education and to become productive employees..."*

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
Instructional Planning and Development

Nancy Timmons, Director
Curriculum

August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

The physical education curriculum, Grades PK-12, has been developed as a tool for assisting physical education teachers in planning, implementing, and assessing their daily instructional programs. We feel certain that the teachers will welcome this document as it was prepared especially for them and for the students they teach.

This publication is a compilation of material from several sources. It is based, however, on the goals for physical education from the Texas Education Agency. Much time and effort have been given to field testing, writing, and revising this guide to develop a useful instructional tool.

Special acknowledgment is extended to the team members and other educators who served on the curriculum development committee. We are grateful to the following committee members for their valuable contributions to the preparation of this guide:

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Gerri Moore, Program Director
Physical Education

PHYSICAL EDUCATION
GRADES PK-12

PHILOSOPHY

The physical education program is an integral part of the total educational process. It is an educational program that is fun, yet it provides vital learning experiences. Physical education is that part of the curriculum which develops knowledge and skills through the concepts and principles of human movement. The philosophy of the program is based on the unity of mind and body. Physical education, therefore, promotes physical awareness and positive attitudes in the way students think, act, and feel toward living a better life.

The emphasis of the program is directed toward the development of fitness through a progression of physical activities. The current trend in this field is to develop the "whole child" and to learn by doing. Although physical education and interscholastic athletics often include the same or similar activities, their program objectives are quite different and neither should be substituted for the other.

The physical education program provides the student an opportunity to develop neuro-muscular skills through physical activities and to realize the potential of the body. Physical activity is the means of expressing feelings, ideas, and emotions while fulfilling the basic human need for movement. Organized games, sports, rhythms, tumbling, and gymnastics become laboratory experiences in which intellectual, social, cultural, and emotional understandings and personal responsibilities are developed.

We recognize that students and school settings are unique as we endeavor to implement a physical education program to meet their individual needs, interests, and abilities. Even so, students are encouraged to acquire certain lifetime attitudes and practice living habits that are vital to a healthy future.

PHYSICAL EDUCATION
GRADES PK-12

RATIONALE AND PURPOSE

The purpose of this guide is to provide teachers a tool for planning an instructional program in physical education which is based on the Texas Education Agency essential elements as well as on the goals and objectives of the Fort Worth Independent School District. It is designed to provide continuity in instruction from elementary grades through high school and to assist teachers in planning, implementing, and evaluating instruction which will promote mastery of a common core curriculum.

This guide is designed to follow a sequence of six (6) major instructional areas:

I. Physical Fitness - to improve the quality of life.
II. Motor Development - to develop a positive body image and self-confidence.
III. Rhythms and Dance - to develop coordination, creativity, self-awareness, and endurance.
IV. Games and Sports - to develop skills common to games and team sports.
V. Tumbling and Gymnastics - to develop sequential tumbling and gymnastic skills.
VI. Personal Development - to develop personal and social skills for living.

These six major areas address the developmental and behavioral needs of students through a variety of physical activities. Every area is important if all students are to develop to their potential-physically, mentally, emotionally, and socially.

It is recognized that individual student differences exist within each school throughout the district. These variables make each instructional need unique. As a result, the physical education program is also unique in that it must meet the needs of all students. This guide, therefore, provides suggested activities to meet individual needs, interests, and physical abilities.

PHYSICAL EDUCATION
GRADES PK-12

GOALS

The overall goal of the physical education program is to influence the psychomotor, cognitive, and affective behavior of students through a well-defined, logical sequence of physical education experiences from basic movement education to physical activities for lifetime. The following subgoals are emphasized:

1. The learner will develop physical fitness through activities which stress the development of cardiovascular endurance, muscular strength, and body coordination.

2. The learner will participate in the progression of skills in various group activities and team sports to achieve desired developmental outcomes.

3. The learner will demonstrate an awareness of recreational activities and lifetime sports to meet personal needs and interests for leisure time.

PROGRAM OBJECTIVES

The objectives of an effective physical education program are achieved through a planned, sequential curriculum which incorporates the following:

1. The learner will develop and maintain physical fitness through activities which aid muscular strength, flexibility, agility, coordination, balance, posture, and cardiovascular endurance.

2. The learner will demonstrate understanding of motor skills and learn to move creatively, skillfully, effectively, and safely through exercises, games, sports, rhythms, and gymnastics.

3. The learner will acquire an appreciation and proper regard for social skills, rules, authority, and sportsmanship.

4. The learner will be able to experience enjoyment and express a sense of personal well-being, respect for others, interpersonal relationships, and participation in physical activities.

5. The learner will understand the competitive nature and safety aspects of the program and will identify the strategies of the physical education activities.

6. The learner will develop an interest in skills for living and identify positive health concepts for voluntary participation in individual fitness, community programs, and leisure time activities.

PHYSICAL EDUCATION
GRADES PK-12

P rovide a variety of physical and vigorous activities.

H elp each student develop a positive self-image.

Y our attitude is contagious. Be pleasant and positive.

S tudents appreciate a teacher who can admit, "I don't know. Let's find out."

I magination can solve many equipment and space problems.

C reative activities should be included throughout the year.

A ll students need daily activity organized for maximum participation.

L ook for ways to involve the handicapped and special students.

E xcluding students for punishment should be avoided unless other efforts fail.

D evelop good safety habits and wellness lifestyles.

U se student ideas in planning and implementing class activities.

C reate an atmosphere that is conducive to fun and relaxation.

A dapt activities to individual abilities, interests, and needs.

T he student is being taught - the activities are only tools.

I t is not whether you win or lose, but how you play the game.

O pportunities to develop leadership abilities should be provided for each student.

N othing improves a program more than periodic assessments and ongoing evaluations.

SCOPE AND SEQUENCE--PHYSICAL EDUCATION PK-5

Gr.	Physical Fitness	Motor Development	Rhythms and Dance
PK-K	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence
1	Participates in daily exercises Demonstrates good posture and body mechanics Climbs, jumps, and hangs from overhead apparatus Demonstrates speed and coordination	Identifies ten body parts Performs locomotor movements Performs non-locomotor movements Identifies personal space Performs posture and body mechanics	Follows directions or cues to music Performs simple dances Demonstrates fundamental and creative rhythms
2	Participates in fitness activities Pulls up and hangs from overhead Participates in relays and running games	Performs body mechanics skills Performs all locomotor movements Performs all non-locomotor movements Executes a combination of movements	Responds to moods in music Changes steps and partners to music Creates simple dance patterns Participates in musical and rhythmic activities
3	Practices proper fitness techniques • warm-up/cool-down exercises Performs daily fitness activities Performs skills on Fitness Test	Develops body awareness through movement Participates in movements using balance, agility, and flexibility Establishes continuity of locomotor and non-locomotor movement Solves movement exploration problems	Practices movements to musical accompaniment Performs folk dances and square dances Performs line dances and circle dances Participates in aerobic activities to music
4	Executes variety of fitness exercises Participates in aerobic exercises Practices to increase muscular strength Demonstrates average level on Fitness Test • flexibility • muscular strength • cardiovascular endurance • body composition	Demonstrates an understanding of qualities of movement Performs creative and expressive movements Moves freely upon command Uses equipment while moving through guided discovery activities	Executes five basic dance steps Senses musical phrasing Performs movements while changing • mood • tempo • accents • rhythmic beats Participates in rhythmic activities using hand apparatus
5	Participates in daily fitness activities Explains meaning of physical fitness Performs average level on Fitness Test Demonstrates knowledge of activities to improve personal fitness	Demonstrates body awareness and body management Solves movement problems Performs individual and group movement exploration activities	Performs modern and folk dances Executes various dance steps • two-step • waltz step • schottische • tinikling Creates movement sequences and interpretive dances to music

SCOPE AND SEQUENCE--PHYSICAL EDUCATION PK-5

Games and Sports	Tumbling and Gymnastics	Personal Development	Gr.
See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	PK-K
Demonstrates ball-handling skills • throw and catch • roll and kick • toss and bounce Handles and jumps rope Participates in running games and relays	Recognizes basic tumbling terminology Executes three tumbling skills • forward, backward, and log roll Walks low beam foward and backward Performs individual and group stunts • stationary stunts • moving stunts	Displays positive attitudes toward group participation Demonstrates good sportsmanship • cooperation • courtesy Follows directions, class rules, and safety procedures	1
Plays low organizational games Participates in rope jumping activities Participates in team games and group activities Practices ball-handling skills	Performs two new tumbling skills Demonstrates two new balancing skills Travels and dismounts from overhead apparatus Demonstrates safety practices while using gymnastic equipment	Performs assigned tasks Follows a sequence of directions Demonstrates good sportsmanship Demonstrates capability to work independently Displays courtesy toward others	2
Participates in lead-up games • net games • softball • soccer • volleyball Participates in relay, track and field events Demonstrates rope jumping skills Participates in recreational and cooperative games Learns rules and fundamentals of sports-related activities	Executes five tumbling skills • forward, backward, and dive rolls; • cartwheeel and • roundoff Demonstrates five skills on various apparatus • parallel bars • tumbling table • horizontal bar • vaulting horse • balance beam Performs individual, partner, and group stunts	Displays self-control and cooperation Demonstrates responsibility as a leader Recognizes strengths and weaknesses in physical abilities Uses safety procedures during class activities Recognizes the importance of rules	3
Participates in lead-up games and team sports (basketball, soccer, softball, volleyball, track and field events) Practices techniques and skills common to sports Demonstrates knowledge of rules and strategies of team sports Performs scorekeeping and officiating duties	Executes ten tumbling skills Performs stunt & pyramid building Demonstrates skills on apparatus (horizontal bar, parallel bars, vaulting horse, tumbling table, balance beam) Demonstrates safety techniques while using gymnastic equipment Performs simple tumbling or floor exercise routine	Demonstrates courtesy and fair play Cooperates in solution of common problems Accepts decisions made by person in authority Recognizes consequences of misbehavior Recognizes that being active is more important than winning	4
Demonstrates knowledge of games, individual and team sports (rules, strategies, fundamentals, terminology and scorekeeping) Participates in leisure and recreational activities Demonstrates knowledge of procedures for setting up sports equipment	Executes floor exercises and tumbling routines Performs simple routines on gymnastic equipment Describes body mechanics and progressions in tumbling and gymnastics Identifies terms, definitions, and safety factors of gymnastics	Identifies individual strengths and weaknesses Shows respect for self and others Accepts rules and decisions made by authority Recognize contributions made by participants in group, game, and physical activities	5

Physical Education
GRADE 3
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. Physical Fitness	
1. Practice proper fitness techniques through warm-up and cool-down exercises	1A,B
2. Perform daily physical fitness activities	1A,B
3. Perform skills on Fitness Test	1A,B
B. Motor Development	
1. Develop body awareness through movement	1A, 2A
2. Participate in movements using balance, agility, and flexibility	1B,2A,B,3A,B
3. Establish continuity of locomotor and non-locomotor movement	2A,B,3A,B
4. Solve movement exploration problems	2A,B
C. Rhythms and Dance	
1. Practice movement to musical accompaniment	2,3A,B
2. Perform folk dances and square dances	1A,B,3B
3. Perform line dances and circle dances	3A,B
4. Participate in aerobic activities to music	1A,B,3A,B
D. Games and Sports	
1. Participate in lead-up games: softball, volleyball, soccer, and net games	1,2,4
2. Demonstrate skills in rope-jumping activities	1A,B,3B,4A, 4D
3. Participate in relay, track, and field events	1A,2B,4A, 4B,4D
4. Participate in recreational and cooperative games	1B,2A,4A,4B, 4D
5. Learn the rules and fundamentals of sports-related activities	4C,4D
D. Tumbling and Gymnastics	
1. Execute a forward roll, backward roll, dive roll, cartwheel, and roundoff	1B,5
2. Demonstrate skills on the parallel bars, balance beam, horizontal bar, tumbling table, and vaulting horse	2B,5 1B,2B,5
3. Perform individual, partner, and group stunts	1B,5

THE LEARNER WILL:	ESSENTIAL ELEMENTS
E. Personal Development	
1. Display self-control and cooperation	4C
2. Demonstrate responsibility as a leader	4B-D
3. Recognize personal strengths and weaknesses in physical activities	1,2,4,5
4. Use safety procedures during class activities	4C
5. Recognize the importance of having rules	4C

PHYSICAL EDUCATION, GRADE 3

A. PHYSICAL FITNESS

OBJECTIVE 1: PRACTICES PROPER FITNESS TECHNIQUES THROUGH WARM-UP AND COOL-DOWN ACTIVITIES

Resources

Warm-up and Cool-down Exercise Sheets

TEACHING ACTIVITIES:

1. Discuss the importance of warm-up and cool-down activities to the body muscles before and after participating in exercises.

2. Demonstrate for the class the warm-up activities on the attached handout.

Assessment: Conduct a question and answer session on the importance of warming up and cooling down the body muscles.

1. Why is it important to warm up muscles before participating in exercise or strenuous activities?

2. Why is it important to cool down muscles after participating in exercises or strenuous activities?

RETEACHING ACTIVITIES:

1. Have students perform simple warm-up and cool-down exercises on a daily basis.

2. Establish a warm-up/cool-down routine for the class to use before and after exercising.

Assessment: Observe each student's physical ability and performance in the warm-up and cool-down activities. Focus on the proper technique for each activity.

EXTENSION: Students will design and participate in a personal warm-up and cool-down routine upon request by the teacher.

Assessment: Have students assess personal progress while participating in the warm-up and cool-down exercises.

WARM UP AND COOL DOWN EXERCISES

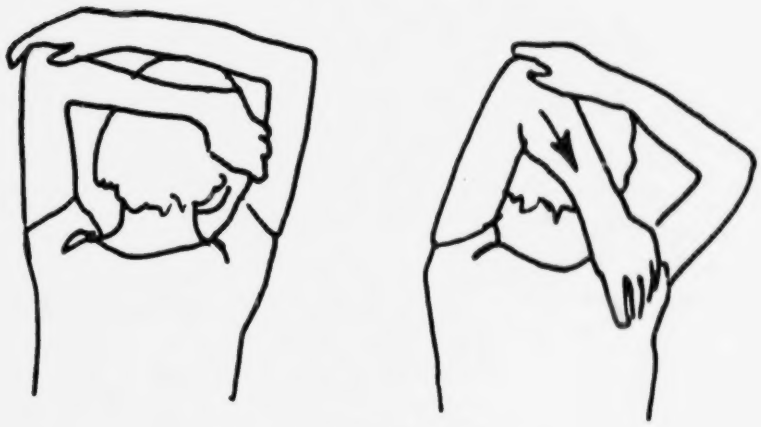
Thigh Stretch

Butterfly
(Inner Thigh Stretch)

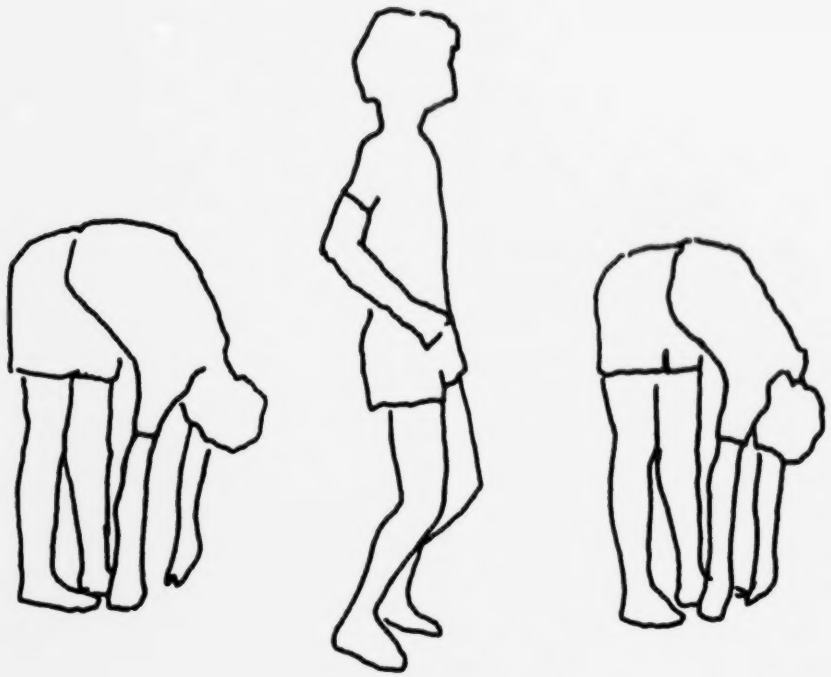
Trunk Twister

Student Handout 1
Teaching Activity (A:1)
PE3

WARM UP AND COOL DOWN EXERCISES



Upper Back and Shoulder Stretch

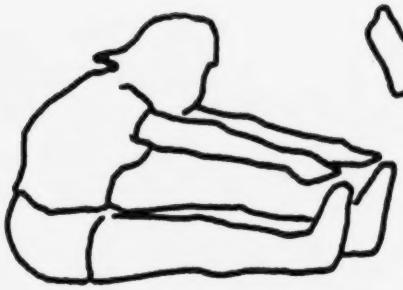


Touch Toes

Student Handout 2
Teaching Activity (A:1)
PE3

WARM UP AND COOL DOWN EXERCISES

Hurdles Stretch



Sit and Reach (Low Back
and Hamstring Stretch)

Shoulder and
Pectoral Stretch

Wall Stretch
(Calf and Achilles Stretch)

Student Handout 3
Teaching Activity (A:1)
PE3

PHYSICAL EDUCATION, GRADE 3

A. PHYSICAL FITNESS

OBJECTIVE 2: PERFORM DAILY BODY CONDITIONING EXERCISES

Resources

Body conditioning activities attached

TEACHING ACTIVITIES:

1. Explain the need for conditioning activities as a health-related practice.
2. Stress the importance of using proper body conditioning techniques for better results when exercising.
3. Demonstrate the proper techniques to execute the body conditioning exercises on the attached handout. Stress the principal values of the body conditioning activities.

Assessment:

1. Conduct a question-and answer-session to assess the students' understanding of the importance of body conditioning.
2. Have students discuss proper techniques and safety precautions that should be used during body conditioning activities.

RETEACHING ACTIVITIES:

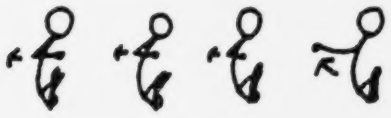
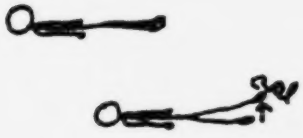
1. Develop a body-conditioning obstacle course using the activities attached.
2. Stress the principal value of each body conditioning activity used in the obstacle course.
3. Have students participate in a workout session by moving through the body conditioning obstacle course.

Assessment: Observe the students' physical ability to perform the conditioning activities while progressing through the obstacle course.

EXTENSION: Direct students in an aerobic workout to music utilizing the listed body conditioning activities.

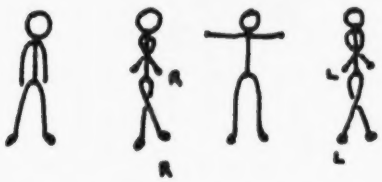
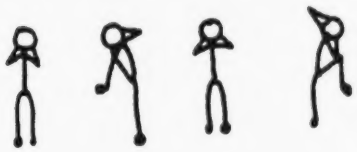
Assessment: Observe the students for maximum participation and cardiovascular endurance during the aerobic body conditioning activity.

BODY CONDITIONING ACTIVITIES

NAME	DIRECTIONS
ALTERNATE CLAP	Action: Standing with feet in side stride position, arms are extended forward. Arms swing backward until back of hands are clapped together, then forward until palms clap together. Principal values: Shoulder strength
ELBOW FLING  Fling	Action: Sitting with legs crossed, arms bent, elbows at shoulder level, palms down, finger tips touching. Pull elbows back three times then fling extended arms backward once. Return to starting position. Principal values: Shoulder strength
SIDE KICK	Action: Standing with hands on hips, step-hop on the left foot and extend right foot out to the side. Repeat step-hop on right foot extending left foot out to side. Principal values: Leg strength; coordination; flexibility
WRITE YOUR NAME 	Action: Lie on back, arms at side, feet slightly spread. Raise one leg about 6 inches and move the foot, pretending a piece of chalk is between the toes, as if writing own name on a chalkboard. Repeat with other leg. Principal values: Abdominal strength; coordination

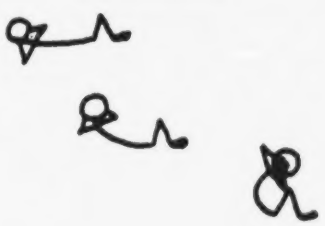
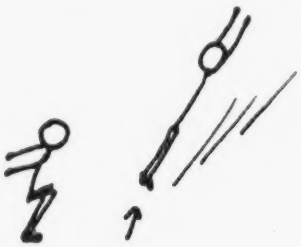
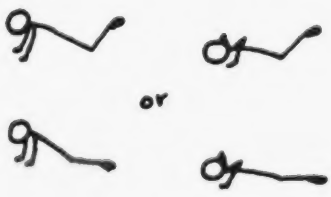
Student Handout 1
Teaching Activity (A:2)
PE3

BODY CONDITIONING ACTIVITIES

NAME	DIRECTIONS
MISSILE MAN	Action: Standing with left leg forward, arm across chest, squat down; then jump into the air, straighten body, and change legs to land with right foot forward. Repeat action. Principal values: Leg, abdominal, and back strength; coordination
CROSS JUMP 	Action: From a stride standing position, jump and cross right foot in front of left foot as right arm crosses in front of left arm. Jump to the stride position with arms out at sides. Repeat crossing the left leg and left arms in front. Principal values: Leg strength; coordination; endurance (if repeated 10-15 times)
STEAM ENGINE 	Action: Standing with hands clasped behind the neck, raise the left knee while bending the trunk forward, and touch the right elbow to the left knee. Step forward on the left foot and straighten body, then repeat the action, touching the right knee with the left elbow. Principal value: Abdominal and back strength; flexibility
WOODCHOPPER	Action: Standing in stride position with hands clasped together in front of the body, thrust arms over left shoulder, then with a chopping movement bend trunk forward bringing arms down vigorously between the legs. Bend knees and extend arms as far as possible between legs. Principal values: Leg and back strength; flexibility

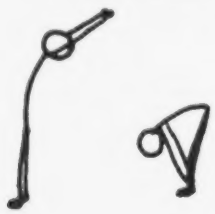
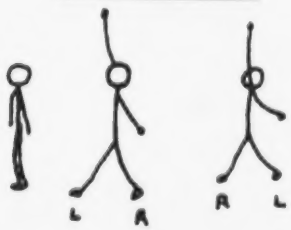
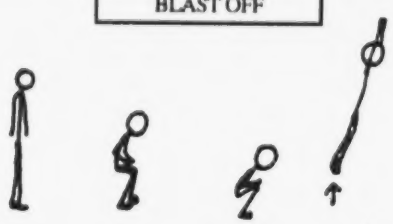
Student Handout 2
Teaching Activity (A:2)
PE3

BODY CONDITIONING ACTIVITIES

NAME	DIRECTIONS
SIT UP 	Action: Lying on back, hands behind head, knees bent with feet flat on floor. Slowly rise to a sitting position by raising head, then shoulders and back without lifting feet from floor. Principal value: Abdominal strength
ASTRONAUT JUMP 	Action: Stand erect with feet slightly apart, arms extended over head, palms facing out. Count 1- Keeping arms fully extended, swing them downward and back as far as possible, meanwhile bending deeply at the waist and flexing knees slightly. Count 2 - Swing arms upward forcefully, straightening body and leaping as high as possible, landing in starting position. Principal value: Leg, arm, shoulder, back, and abdominal strength; coordination
PUSH-UP 	Action: On hands and knees, touch chest to floor. (Repeat) or With hands, knees, and feet on floor touch chest to floor. (Repeat) Principal value: Arm and shoulder strength

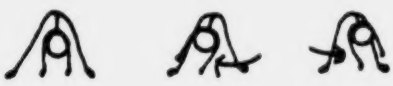
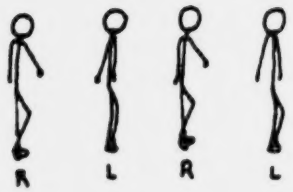
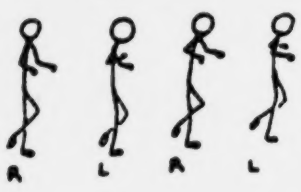
Student Handout 3
Teaching Activity (A:2)
PE3

BODY CONDITIONING ACTIVITIES

NAME	DIRECTIONS
BACK BENDER 	Action: Side stride stand with arms extended over head, fingers interlocked. Arch the back and stretch backward with the arms and head. Then bend forward, bringing the arms downward between the legs. Do several times. Principal value: Flexibility
BALANCE FLING	Action: On hands and knees, fling one arm up and back, twisting upper body to look at the raised hand. Return to starting position and repeat with other arm. Principal value: Upper back strength; flexibility
SPRING-FLING 	Action: Stand with arms at side. On count 1, spring upward, placing left foot forward and right foot backward, flinging right arm up and left arm back. On count 2, spring upward and exchange feet and arm flings. Principal value: Ankle and leg strength; coordination
BLAST OFF  10-9-8-7 6-5-4-3-2-1 Blast off!	Action: Standing straight, feet slightly spread, count down from 10, bending knees slightly with each number until one (1) is reached in a full squat. On the words, "Blast off," jump and extend arms upward as far as possible. Principal values: Leg strength; flexibility; coordination

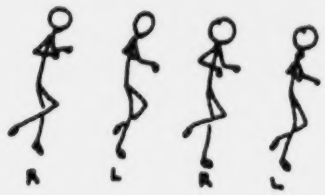
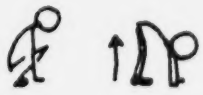
Student Handout 4
Teaching Activity (A:2)
PE3

BODY CONDITIONING ACTIVITIES

NAME	DIRECTIONS
SIDEWARD SWING 	Action: Standing in a wide sideward stride position with trunk, head, and arms hanging forward loosely, swing trunk left then right with a loose relaxed movement. Principal values: Relaxation; flexibility
BOBBING	Action: In stride standing position with head, trunk, and arms hanging forward loosely, drop forward letting hands touch the floor, then lift slightly, head and arms are relaxed. Principal values: Relaxation; flexibility
WALK IN PLACE 	Action: In standing position, bend right knee, raising right heel, and pointing right toe. Then bring right heel down, straightening right leg while left leg bends and left toe points. Repeat several times. Principal values: Leg strength; coordination
JOG IN PLACE 	Action: In standing position, lift right knee and point right toe about two inches off the floor. Repeat lifting left knee and pointing right toe. Repeat 20-30 times. Principal values: Leg strength; coordination; endurance

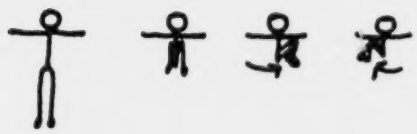
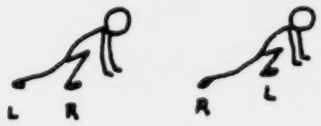
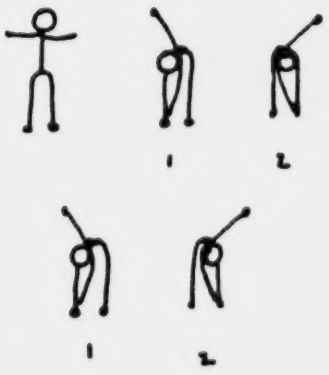
Student Handout 5
Teaching Activity (A:2)
PE3

BODY CONDITIONING ACTIVITIES

NAME	DIRECTIONS
RUN IN PLACE 	Action: Standing with elbows bent, hands slightly in front of body. Run in place at top speed on the balls of the feet, raising knees high and pumping arms forward and backward. The body bends slightly forward at the waist. Continue the run for 6 seconds, gradually increasing to 8, 10, then 15 seconds. Principal values: Leg strength, endurance
THE PROPELLERS	Action: Standing with arms extended sideward at shoulder height, palms up. With head erect, arms describe small circles backward. Palms turn downward as arms circle forward. Principal values: Shoulder strength
WING STRETCHER	Action: Stand erect, arms bent with elbows at shoulder level, fists clenched in front of chest. Elbows are thrust backward vigorously and return to starting position. Head remains erect. Principal values: Shoulder strength
OIL PUMP 	Action: Squat with hands flat on the floor, arms outside the knees. Legs are then straightened while hands and feet remain in contact with the floor. Return to squat position. Principal values: Leg strength; flexibility

Student Handout 6
Teaching Activity (A:2)
PE3

BODY CONDITIONING ACTIVITIES

NAME	DIRECTIONS
TRUNK TWIST  Note: Perform on mat or soft surface	Action: In back lying position, with arms stretched out to the side at shoulder height, palms down, raise the knees to the chest then turn slowly to lower the knees to the right, touching the knees to the floor. Raise knees slowly to chest position, then lower them to the left. Principal values: Abdominal, back, arm and shoulder strength
TREADMILL 	Action: In squat position, with hands in front on the floor, extend the left leg backward with a jumping movement. Rapidly change to extend right leg backward. Principal values: Leg, arm, shoulder, abdominal, and back strength; endurance if repeated 10-15 times.
WINDMILL 	Action: Standing, side stride position, arms extended sideward to shoulder level, palms down. Count 1 - Twist and bend trunk, bringing the right hand to the left toe, keeping the arms and legs straight. Count 2 - Remain with the trunk in the same position (head in the same fixed spot) and touch the left hand to the right toe. Count 3 - Reverse count 2, touching right hand to left toe. Continue at rapid tempo touching toes with opposite hand. Principal values: Leg, arm, shoulder, and trunk development.

Student Handout 7
Teaching Activity (A:2)
PE3

PHYSICAL EDUCATION, GRADE 3

A. PHYSICAL FITNESS

OBJECTIVE 3: DEMONSTRATE ABILITY TO PERFORM SKILLS ON PHYSICAL FITNESS TEST

Resources

Fit Youth Today Manual

TEACHING ACTIVITIES:

1. Explain to the students the four components of the Physical Fitness Test:
   - flexibility
   - abdominal strength
   - cardiovascular endurance
   - body composition

2. Demonstrate the proper techniques to execute each component. Refer to FYT Manual for detailed information.

Assessment:

1. Have students participate in a practice session for 2-minute curls test to determine abdominal strength.

2. Have students participate in a 5-minute practice walk/run test to determine cardiovascular endurance.

3. Have students participate in a practice session for sit and reach practice test to determine flexibility.

RETEACHING ACTIVITIES:

1. Review the results of the practice physical fitness test with the students to encourage them to perform their maximum ability on the actual tests.

2. Stress the importance of using the proper techniques for better results.

Assessment:

1. Conduct the FYT Physical Fitness Test to determine the students' physical ability.

2. Report the results of the test to the students and parents.

EXTENSION: Encourage the students to develop and participate in a physical fitness improvement program at school and home.

PHYSICAL EDUCATION, GRADE 3

B. MOTOR DEVELOPMENT

OBJECTIVE 1: DEVELOP BODY AWARENESS THROUGH MOVEMENTS OF BODY PARTS

Resources

Moving and Learning, p. 124

TEACHING ACTIVITIES: Body awareness is determined by knowing body parts and by knowing what movement can be performed using the body parts.

1. Have the students make a curled shape and a straight shape using the body.
2. Tell students to determine what they can do with their body parts by trying different tasks and to show personal feats to class.
3. Ask them to make shapes with various body parts.

Assessment:

1. Assess the students' knowledge of body awareness by naming and using various body parts.
2. Observe the students changing the dimensions of the body as they perform shapes (curl, twist, straight).

RETEACHING ACTIVITIES:

1. Have the students explore various ways to move across the room using different body parts for support. Have students name the body parts needed for support.
2. Ask students to discover ways to curl, twist, or straighten body parts to make letters of the alphabet.

Assessment: Have the students demonstrate various ways to move across the room and name the different body parts used for support. Focus on the students' awareness of body parts and the ability to use their body parts.

EXTENSION: Have the students perform a movement combination and name the body parts used in this task.

Assessment: Observe the students perform a movement combination while naming the body part used in the activity.

B. MOTOR DEVELOPMENT

OBJECTIVE 2: PARTICIPATE IN MOVEMENTS USING BALANCE, AGILITY, AND FLEXIBILITY

Resources

TEACHING ACTIVITIES:

1. Have students walk along a line in different directions while keeping body in balance and following a leader.

2. Ask students to continue moving on a line and stretching their arms while balancing.

3. Focus on the students' flexibility of muscles and agility in movements.

Assessment:

1. Observe each students as they adjust body positions to maintain balance in a variety of balance movements.

2. Ask the students to perform balanced movements and tell what part of the body needs flexibility and agility.

RETEACHING ACTIVITY: Have the students move in the following directions using agility: backward, forward, left, right, up, and down.

Assessment: Observe the student walk in the following directions using balance, agility, and flexibility: backward, left, right, up, and down.

EXTENSION:

1. Using a bean bag, tell the students to balance the bag on different body parts while performing movements.

2. Using a hoop, tell the students to balance the hoop on various body parts while in motion.

3. Balance both pieces of equipment (hoop and bean bag) on different parts of the body at the same time during movement activities which require agility and flexibility.

Assessment: Observe agility, flexibility, and balance as students balance a hoop and a bean bag on different parts of the body while in motion.

PHYSICAL EDUCATION, GRADE 3

B. PHYSICAL FITNESS

OBJECTIVE 3: ESTABLISH CONTINUITY OF NON-LOCOMOTOR MOVEMENTS

Resources

LESSON 1:

TEACHING ACTIVITIES:

1. Demonstrate non-locomotor movements for the class. Example: bend, stretch, swing, sway, twist, and turn.
2. Tell the students to bend different body parts and to stretch those parts.
3. Have students twist several body parts at the same time.
4. Direct the students to swing or sway two or more body parts at the same time.

Assessment:

1. Observe the students bend and stretch different body parts upon command.
2. Have students list which body parts that can "twist" and the parts that will not "twist."
3. Ask the students to tell what body parts can swing or sway easier than others.

RETEACHING ACTIVITIES:

1. Have students demonstrate a variety of non-locomotor movements to music.
2. Ask students to observe the body parts used during each movement that is performed.

Assessment:

1. Assess the students' performance of non-locomotor movements to music.
2. Have students discuss and list the body parts used when performing the non-locomotor movements.

EXTENSION:

1. Have the students role play "sculptor" by having one partner act as the artist and the other students represent the clay.
2. The artist should bend, stretch, twist, turn, and move the body parts of the group to develop his/her "masterpiece."

Assessment: Observe the student playing "sculptor" as he/she uses the listed non-locomotor movements to create the masterpiece. Check the responses of the group portraying the "masterpiece."

B. PHYSICAL FITNESS

OBJECTIVE 3: ESTABLISH CONTINUITY OF NON-LOCOMOTOR MOVEMENTS

Resources

LESSON 2

TEACHING ACTIVITIES:

1. Have students move to the beat of the drum to establish continuity of movements or change movements to the rhythm of the drum. Examples: (walking, jogging, running, galloping, skipping).

2. Have students follow verbal cues from the teacher to move using locomotor movements.

3. Allow students to perform the movement for one minute before changing to a new movement.

Assessment:

1. Observe the students perform locomotor movements to the rhythm of the drum as they walk, jog, run, gallop, and skip.

2. Observe students moving in general space while using locomotor movements (walk, jog, run, gallop, skip). Check for proper execution of the locomotor movements.

RETEACHING ACTIVITY: Divide class into groups and have students perform a locomotor movement upon the leader's command.

EXTENSION:

1. Have the groups create a routine using four or more locomotor movements to music.

2. Have the groups perform their creative movements routine for the class.

Assessment: Observe the groups creative routine involving four or more locomotor movements to determine smooth changes and continuity of movements.

C. RHYTHM AND DANCE

OBJECTIVE 1: PRACTICE MOVEMENTS TO MUSICAL ACCOMPANIMENT

Resources

Moving & Learning, pp. 314-316

TEACHING ACTIVITIES:

1. Challenge the student to use the body in a variety of locomotor (run, skip, leap) and non-locomotor (bend, stretch, sway) movements to musical accoompaniment.

2. Demonstrate the movements to the class in a routine to music. Refer to *Moving & Learning*, pp. 314-316, for the routine.

3. Stress the importance of controlling the movements during the activity and good posture.

Assessment: Observe the student's ability to move his/her body in a controlled and purposeful way in order to communicate dance ideas.

RETEACHING ACTIVITIES:

1. Instruct the students to design a group routine utilizing different movements (walk, hop, swing, twist) to a musical accompaniment and demonstrate the movements to the class.

2. Encourage the groups to be creative and original in their routines.

3. Stress the importance of group participation and the need to coordinate efforts to accomplish this task.

Asssessment:

1. Observe the student's ability to work and participate with his/her group to accomplish the assigned task.

2. Check to see if the students demonstrate mastery of the movements.

C. RHYTHM AND DANCE

OBJECTIVE 2: PERFORM FOLK DANCES AND SQUARE DANCES

Resources

Moving and Learning, pp. 346-348, 359

TEACHING ACTIVITIES:

1. Introduce the folk dance, "Bingo," and the square dance, "Pop Goes the Weasel." Refer to *Moving and Learning*, pp. 346, 347, 359.

2. Demonstrate the proper steps for performing the dances to the class.

3. Emphasize to the class that these dance activities are designed to develop poise, good posture, and naturalness with others.

Assessment: Observe the students' ability to demonstrate mastery while performing the dances.

RETEACHING ACTIVITIES:

1. Introduce and demonstrate the follow-up dance, "La Raspa," to the class. Refer to *Moving and Learning*, p. 348.

2. Emphasize the importance of listening to the beat of the music to execute the movements properly.

Assessment: Have students perform the dance, "La Raspa," to demonstrate the ability to dance to the music.

EXTENSION: Repeat the dances sufficiently to ensure reasonably good performances and fun experiences in group participation.

C. RHYTHM AND DANCE

OBJECTIVE 3: PERFORM LINE DANCES AND CIRCLE DANCES

Resources

Moving and Learning, p. 345

TEACHING ACTIVITIES:

1. Introduce the "Circassian Circle" dance (see attached sheet) and the Savila Se Bela Loza line dance (refer to *Moving and Learning*, p. 345).

2. Demonstrate the proper steps for performing line and circle dances to the class. Explain the origin of the dance, customs, and costumes of the people.

Assessment: Observe the student's dance ability to demonstrate mastery while performing the line and circle dances.

RETEACHING ACTIVITY:

1. Introduce and demonstrate the follow-up circle dance "Kinderpolka" to the class (see attached sheet) to practice.

2. Stress the point that the polka steps are not used in this dance. Slides and light spring steps are used to execute the movements in this circle dance.

Assessment: Have students perform the dances to demonstrate mastery of the line and circle dances.

EXTENSION: Repeat circle and line dances sufficiently to ensure reasonably good performance and fun experiences in class participation.

CIRCASSIAN CIRCLE
(AMERICAN CIRCLE MIXER)

Record: Folkcraft 1167

Formation: Partners side by side in a single circle. The girl on the right of the boy.

Description:

8 Counts	All: Walk four steps into the center, then back out to place in four steps.
8 Counts	Ladies: Walk four steps to the center, clap (joyfully) on the fourth step, and back out four steps to place.
8 Counts	Gents: Walk four steps into the center, stamping on the fourth step, and back out four steps to place.
8 Counts	Swing your partner with a two-hand swing.

Promenade 16 counts, reforming the circle on the 16th. (Repeat as many times as desired.)
All-- In, 2, 3, 4. Out, 2, 3, 4.
Ladies-- In, 2, 3. Clap, Out, 2, 3, 4.
Gents-- In 2, 3. Stamp. Out, 2, 3, 4.
All-- Swing, 2, 3, 4, 5, 6, 7, 8.
All-- Promenade ..... and form a circle.

KINDERPOLKA

Record: Kinderpolka by Ed Durlacher

Grade Level: Third

Formation: Players form a single circle, partners facing, boys and girls alternating. Hands are joined and extended to the side shoulder high.

Description: Polka steps are not used but rather slides and steps lightly made with plenty of spring.

Measure 1-4	All glide toward center (slide, close, slide, close), take three running steps in place (2 measures).
5-8	Measures 1-4 are repeated.
9-12	All clap their own thighs with their hands; Clap their own hands once in slow rhythm; clap partner's hands three times in fast rhythm (2 measures). Repeat (2 measures).
13-14	All point the right toe forward at the same time and place the right elbow in the left hand, shaking the forefinger three times at their partner (1 measure).
15	All make a complete turn to the right, using four jumps (1 measure).
16	All face partners and stamp three times. The dance is repeated as often as desired. Between repetitions players may move forward one place and secure a new partner.

C. RHYTHM AND DANCE

OBJECTIVE 4: PARTICIPATE IN AEROBIC ACTIVITIES TO MUSIC

Resources

Aerobic activities and movements attached

TEACHING ACTIVITIES:

1. Introduce two aerobic activities to the class, "Toe-Knee-Chest-Nut" and "Feelin' Groovy" (activities attached).

2. Demonstrate the proper techniques for executing the movement for aerobic exercises to the class. (See attached list of aerobic movements.)

3. Stress the importance of cardiorespiratory and muscular endurance to perform aerobic activities successfully.

Assessment: Observe the students physical ability to demonstrate cardiorespiratory and muscular endurance while participating in aerobic activity to music.

RETEACHING ACTIVITY: Repeat the aerobic activities sufficiently to ensure maximum physical fitness development and fun in participation.

Assessment: Observe the students' physical fitness ability to demonstrate mastery while participating in aerobic activity to music.

EXTENSION: Student will design and participate in his personal musical aerobic activity to be utilized at home.

Assessment: Have student assess personal progress while participating in this aerobic activity at home.

Toe-Knee-Chest-Nut

Music	"Sailing, Sailing"
Song	"Tony Chestnut, Tony Chestnut Just got back from the front, He shoulders his arms to face defeat. Hip, hip, hooray!"
Words	"Toe-knee-chest-nut"
Description	Touch toes, knees, chest, and head
Words	"Just got back from the front"
Description	Lunge forward on the left foot, extend the left arm on "just;" pivot to the left one-half around and lunge toward the rear on the right foot on "front."
Words	"He shoulders his arms to face de-feet"
Description	Make three small forward arm circles; bend from the hips and frame the face with the hands on "face." Touch toes on "de-feet."
Words	"Hip, hip, hooray!"
Description	Jump to the left and slap the left hip on the first "hip." Jump to the right and slap the right hip on the second "hip." Jump up in the air on "hooray."

Feelin' Groovy
(an exercise round)

Music		Warner Brothers 7106, "The 59th Street Bridge Song."
Description		Learn all together. After a few times doing it this way, divide the class into thirds and do it as a round. Each verse is done three times, except the last which is only done twice. (Each verse has three parts, each part is eight counts.)
Part 1, First Verse	Count 1-2	Assume the long sit position. On the word "Slow," knees tuck to chest, hands clasp knees.
	Count 3-4	On the word "Slow," legs extend up to form V-sit, arms out shoulder level to the sides. Repeat the tuck and extension.
Part 2		Balance on the right hand and feet.
	Count 1	Roll to face right.
	Count 2	Hold.
	Count 3-4	Roll to the other side.
Part 3	Count 1-4	Repeat, facing left. Assume the long sit position, hands on floor behind hips.
	Count 1	The left foot crosses over the right to touch the floor beside the right knee.
	Count 2	The left leg extends high.
	Count 3-4	Assume the long sit position
Part 1, Second Verse	Count 1-4	Repeat with the right foot. Assume the long sit position.
	Count 1-2	Place the right hand over right foot.
	Count 3-4	Repeat to the left.
	Count 5-8	With back straight, hold the ankles and do four quick "pulls" (or bounces) bringing the chest to the knees.
Part 2	Count 1-2	Roll to the back to a shoulder stand, supporting hips with hands.
	Count 3-4	Touch the right foot to the floor behind the head.
	Count 5-6	Touch the left foot to the floor.
	Count 7-8	Touch the right foot to the floor.
Part 3	Count 1-2	Bend the right knee so the right foot is beside the left knee. Roll forcefully down into the right foot, keeping the left leg extended and off the floor. Balancing on the right foot and hand, rise and pivot one-half turn to the right.
	Count 3	Extend the left leg to end in straddle stand.
	Count 4	Bend forward from the hips, the back parallel to the floor, the arms in a swan position; bounce.
	Count 5	Pivot one-half around on right foot.
	Count 6	Extend the left leg and arms in front and lower to sit.
	Count 7-8	Hold on to the ankles; do two pulls of chest to knees.
		Group 1-- At the end of the third repeat, omit counts 7 and 8 and remain standing. Bob in place with the rhythm of the music, waiting for each group to finish in the same manner.

Feelin' Groovy
(Cont.)

Part 1, Third Verse	Pupils do in unison.
Count 1-2	Lunge left; arms extend left.
Count 3-4	Shift the weight to the right foot, extending the left leg waist high to the right side. Arms extend to the right. Repeat counts 1 through 4. Face one-quarter to the right while doing a full forward circle with both arms, preparing to move in this direction. Do a camel walk type schottische in this manner:

Count 1	Step forward on the left foot.
Count 2	Step forward on the right foot.
Count 3	Step forward on the left foot.
Count 4	Hop on the left foot.

Do it in a very relaxed, "swinging" manner. Face one-quarter to the right and repeat. On counts 1-2, lunge to the left. Arriving back in the original position, face one-quarter to the right and repeat parts 1 and 2.

Part 1, Fourth Verse	Beginning on the left foot do four step-hops moving forward. Arms are relaxed and alternately circle on each step-hop.
Part 2	Do two side leg kicks with the right leg and two with the left leg. Arms swing from the sides to the shoulder, bending with each kick.
Part 3	Beginning on the left foot, do four step-hops, moving back to place.
Ending	Keep repeating Part 3, (the entire class should all be kicking in unison) until the end of the music.

MOVEMENTS FOR AEROBIC EXERCISE

Steps

Step/run in place
Step, together, step
Hop
Step-hop
Bleking
Schottische
Rocking step, front to back
Jumping jacks
Rope jumping

Leg Movements

Knee lifts
Toe touches to side, front, or back
Kick to side, front, or back
Leg kicks (chorus line)

Arm Movements

Circles
Swings
Alternate flexion and extension
Raising above head and lowering
Punching

Stretching

Overhead, to the sides, forward, back (standing or sitting)

Many different movements may be used. Locomotor movements, rope jumping, dance steps, or exercises such as jumping jacks may be performed if the activity keeps going. Adding arm movements or raising the knee generally increases the heart rate. The activity may begin slowly with stretching to music, gradually increasing in aerobic activity and then gradually decreasing once again in effort required. Movements are usually performed in a series of eights to fit the music. Cueing is helpful to assist the children in anticipating the changes in movement and staying with the music. Upper grade children enjoy making up their own combinations of movements. Young children enjoy an aerobic train trip as they follow the leader, performing a different aerobic exercise at each station. Some of the movements that might be selected for aerobic exercise are included above. A simple combination might include a step to which a leg movement is added followed by the addition of an arm movement. An example might be: Step in place (8), add a touch to the side (step, touch) (8), add an arm wing to the side (8), repeat. Another example would be to select a movement and alternate it with a turn to face another direction in four jumps. When building exercises the teacher should remember that arm and leg movements added to the steps increase the demands placed on the body.

However they are organized, the activities should be specific to developing total body fitness. Exercises to develop cardiorespiratory endurance, flexibility, and muscular strength of the upper body, abdomen, back, and lower body should be included.

C. RHYTHM AND DANCE

OBJECTIVE 5: PERFORM THREE RHYTHMIC ACTIVITIES USING THE PARACHUTE

Resources

Moving and Learning, pp. 219-221, pp. 378-379

TEACHING ACTIVITIES:

1. Introduce three rhythmic activities using a parachute: "Ripples and Waves," "Ring Around the Rosie," and "Popcorn" in *Moving and Learning*.

2. Demonstrate the proper steps for performing the rhythmic activities using the parachute.

3. Stress the importance of group participation and the need to coordinate efforts to accomplish the tasks while using the parachute.

Assessment: Observe students for maximum group participation and cooperation while performing rhythmic activities with the parachute.

RETEACHING ACTIVITY: Repeat the rhythmic activities with the parachute to ensure reasonably good performance and fun experience in class participation.

Assessment: Have students execute rhythmic activities to demonstrate mastery in the use of a parachute.

PHYSICAL EDUCATION, GRADE 3

D. GAMES AND SPORTS

OBJECTIVE 1: PARTICIPATE IN LEAD-UP GAMES TO SOCCER

Resources

LESSON 1

TEACHING ACTIVITIES:

Moving and Learning, p. 482

1. Demonstrate for students the proper way to pass a soccer ball.
2. Have students practice controlling the soccer ball while jumping sideways, back and forth over the ball for fifteen seconds.
3. Students should participate in drills to develop skill for dribbling and passing the soccer ball. Direct students to dribble the soccer ball with heads up while keeping the ball within playing distance.

Assessment:

1. Assess the student's ability to keep the ball near the feet as he/she moves and observe the position of the student's head during the dribble activity.
2. Focus on student's ability to jump in a continuous manner over the ball. (sideways, back, and forth).

RETEACHING ACTIVITY:

1. Assign partners and demonstrate the procedure of passing the soccer ball to each other.
2. Explain that they will use a different part of the foot each time.

Assessment:

1. Observe students in partners as they practice passing the soccer ball to each other.
2. Focus on students' ability to use different parts of the foot each time.

EXTENSION:

1. Teach the students the rules of playing "Keep Away: 2 on 1."
2. Divide students into groups of three and have two players attempt to control the ball by passing and dribbling so that the third player does not touch it. Once the third player touches it, he changes places with one or the other.

Assessment:

1. Ask the students to explain orally the activity "Keep away: 2 on 1."
2. Observe the students' ability to follow the rules of the activity as well as their passing and dribbling skills.

PHYSICAL EDUCATION, GRADE 3

D. GAMES AND SPORTS

OBJECTIVE 1: PARTICIPATE IN LEAD-UP GAMES TO SOFTBALL

Resources

LESSON 2

TEACHING ACTIVITIES:

Moving and Learning, p. 506

1. Pair students and direct them to participate in a "jog and toss" activity. Students will jog in general space while tossing a softball back and forth to each other. This lead-up game is designed to develop the throws common to softball.

2. Emphasize the importance of tossing the ball so the partner can catch it.

3. Have students focus on tossing underhand and keeping the eyes on the ball for the catch.

Assessment:

1. Observe students in partners while jogging and tossing a softball back and forth to each other.

2. Assess the students' ability to make good underhand throws to partner. Check for proper execution of the softball throws.

RETEACHING ACTIVITIES:

1. Focus on students' softball throwing strength by dividing students into two teams and having them throw a bicycle inner tube using an underhand throwing technique.

2. Emphasize the importance of positioning the feet and the body correctly while throwing underhanded.

3. Tell students to move through the throwing range in slow motion stretching the inner tube slowly.

Assessment:

1. Observe students' ability to throw a bicycle inner tube using an underhand technique.

2. Assess the students' proper body positioning while throwing the bicycle inner tube.

3. Have students observe each other as they move the arm through the throwing range of motion. They should stretch the tube slowly to complete the throwing motion.

D. GAMES AND SPORTS

OBJECTIVE 1: PARTICIPATE IN LEAD-UP GAMES TO VOLLEYBALL

Resources

LESSON 3

TEACHING ACTIVITIES:

Moving and Learning, p. 524

1. Demonstrate the ready position to receive the volleyball. (p. 524)
2. Tell the student to catch it, toss it straight up, and strike it with the fingers.
3. Have students demonstrate the procedure for receiving the volleyball. Stress that they should extend legs and arms forcefully while making fingers strong and stiff on contact with the volleyball.

Assessment:

1. Observe students' ability to assume the ready position to receive the volleyball.
2. Assess the students' ability to catch, toss, and strike the volleyball.
3. Have students demonstrate the procedure of extending legs and arms while making fingers strong and stiff on contact with the volleyball.

RETEACHING ACTIVITY: Have partners practice tossing the ball vertically and passing it to their partners using the overhand volley.

Assessment: Observe the student toss the volleyball high enough to allow the partner to get set underneath it.

EXTENSION:

1. Have student practice serving the volleyball to their partner.
2. Have the server move up to the net as close as necessary to get the ball over the net.
3. Allow each student five serves and have the receiving partner catch and roll the ball back to serving partner.

Assessment:

1. Observe students' ability to serve the ball.
2. Observe students' five serves and check for successful attempts in getting the ball over the net

D. GAMES AND SPORTS

OBJECTIVE 2: PARTICIPATES IN RELAY, TRACK, AND FIELD EVENTS

Resources

TEACHING ACTIVITIES:

1. Demonstrate the proper form for the track run. Stress the importance of proper pace, arm swing, and stride.
2. Have students run 200 yards to practice setting an even pace using large arm swings and short strides.
3. Direct students to gain speed throughout the distance with the intention of finishing comfortably, as well as using correct form during the track run.

Assessment:

1. Observe students to check the track run and the form of arms and legs used during the 200 yard activity.
2. Assess the student's performance of the track run and check the speed of the runner through the run.

RETEACHING ACTIVITIES:

1. Teach the students the proper form used for the standing jump.
2. Tell the students to focus on having toes behind the line, body bent at hips, knees and ankles and arms bent at side.
3. Swinging arms back, weight shifts to balls of feet, and as arms swing forward, body reaches forward and up.
4. Have students land with arms reaching forward, heels touching first, legs flexed, body weight forward.

Assessment:

1. Observe the student's proper form while executing the standing jump.
2. Check for position of toes, hips, knees, ankles, and arms.
3. Assess the students' ability to move the body in a swift, even direction while executing the standing jump.
4. Check students' landing execution of the standing jump.

D. GAMES AND SPORTS

OBJECTIVE 3: DEMONSTRATE SKILL IN ROPE-JUMPING ACTIVITY

Resources

TEACHING ACTIVITIES:

1. Have students practice rope-jumping skills with a short rope.
2. Emphasize the importance of mastering the single beat and double beat used in short rope-jumping.
3. Assign partners and have students check the rhythm used during their jumps.

Assessment:

1. Observe the student's rope-jumping skills with a short rope.
2. Ask the student to jump to a single beat, then have them jump to a double beat upon command.
3. Observe the students' mastery of the rhythms during their rope-jumping skills.

RETEACHING ACTIVITIES:

1. Have students practice rope-jumping skill with a long rope.
2. Direct students to jump into a moving rope with established rhythm.
3. Focus on working cooperatively in groups of four, sharing and helping each other. Establish the rhythm needed for rope-jumping.

Assessment:

1. Observe the students' rope-jumping skill with a long rope.
2. Test the students' ability to jump into a moving rope with an established rhythm.
3. Monitor group activity checking for cooperation and sharing throughout the rope-jumping activities.

EXTENSION:

1. Challenge the students by asking them to see how many students could jump rhythmically together in one long rope. Stress teamwork.
2. Encourage cooperation, patience, and encouragement of others.

Assessment:

1. Observe the number of students who can jump rhythmically together in one long rope.
2. Praise the students' cooperation, patience, and encouragement of others during their task.

D. GAMES AND SPORTS

OBJECTIVE 4: PARTICIPATES IN RECREATIONAL GAMES

Resources

Moving and Learning, pp. 227-228

TEACHING ACTIVITIES:

1. Explain the rules of "Chinese Handball" to the students. (Illustration on p. 227, *Moving and Learning*)
2. Focus on the ability to hit the ball with varying force to keep the opponent guessing.
3. Tell the students to position body on court in order to cover all possible shots.

Assessment:

1. Ask the students to orally list rules for "Chinese Handball."
2. Assess the students' ability to hit the ball with force to keep the opponent guessing.
3. Observe students' body positions on court and their ability to cover all shots.

RETEACHING ACTIVITIES:

1. Teach the rules of "Four-Square" to students. (Illustration on p. 228, *Moving and Learning*)
2. Stress the importance of using underhand strikes when possible.
3. Emphasize control and varying the shots with some deceptions to keep others off guard.

Assessment:

1. Tell the students to list the rules of "Four-Square" on paper.
2. Ask them to demonstrate underhand strikes of the ball on command.
3. Observe the students' ability to control the ball and vary the shots while deceiving the opponents.

D. GAMES AND SPORTS

OBJECTIVE 5: LEARNS RULES AND FUNDAMENTALS OF SPORTS-RELATED ACTIVITIES

Resources

TEACHING ACTIVITIES:

1. Stress the importance of playing by the rules in every sports-related activity.
2. Emphasize the importance of staying within the boundaries in any given activity and sharing equipment with others.
3. Explain that learning to win and lose gracefully are important outcomes of games.

Assessment:

1. Ask the students to explain the importance of playing by the rules in all sports-related activities.
2. Tell the students to explain the consequences of not staying within the boundaries of any given activity.
3. Observe the student winning and/or losing after sports-related activities.

RETEACHING ACTIVITIES:

1. Choose a specific sports-related activity (Ex. softball) and list the specific rules of the sport.
2. Tell the students to list the consequences when rules are not followed.

Assessment: Ask the students to list the rules of softball on paper and to include the consequences given when rules are not followed.

E. TUMBLING/GYMNASTICS

OBJECTIVE 1: EXECUTE FIVE TUMBLING SKILLS

Resources

Moving and Learning, pp. 244-249

TEACHING ACTIVITIES:

1. Introduce five tumbling skills to the class (forward roll, backward roll, dive roll, cartwheel, and round off).

2. Demonstrate the proper execution of each tumbling skill.

3. Emphasize the safety precautions when performing the five tumbling skills.

Assessment: Have student execute the five tumbling skills to demonstrate the proper techniques and mastery of each skill.

RETEACHING ACTIVITY: Review the five tumbling skills with the students. Students with mastery will act as group monitors to demonstrate and assist the others with the tumbling skills.

Assessment: Observe students for maximum participation while executing the five tumbling skills and check cooperation during the tumbling activity.

EXTENSION:

1. Instruct the students to design and participate in a simple tumbling routine utilizing the five tumbling skills.

2. Have students perform the tumbling routine to music.

Assessment: Observe the students in a tumbling routine for mastery of the five tumbling skills.

PHYSICAL EDUCATION, GRADE 3

E. TUMBLING/GYMNASTICS

OBJECTIVE 2: DEMONSTRATE SKILLS ON VARIOUS GYMNASTIC APPARATUS: (BALANCE BEAM AND HORIZONTAL BAR)

Resources

Moving and Learning, pp. 265-268

TEACHING ACTIVITIES:

1. Contribute to student development of physical fitness through the use and participation in balance beam and horizontal bar activities.

2. Demonstrate the proper techniques for performing the "dip walk" on the balance beam and the "single knee hang" on the horizontal bar. Refer to *Moving and Learning*, pp. 265 and 268.

3. Emphasize the safety precautions when performing on the gymnastics apparatus.

Assessment:

1. Have students execute the "dip walk" on the balance beam to demonstrate the proper technique and mastery of the skill.

2. Have students execute the "single knee hang" on the horizontal bar to demonstrate the proper procedure and mastery of the skill.

RETEACHING ACTIVITIES:

1. Introduce and demonstrate the proper techniques for executing the "knee scale" on the balance beam and the "inverted hang pike" on the horizontal bar.

2. Stress safety precautions.

Assessment:

1. Have students execute the "knee scale" on the balance beam to demonstrate the proper techniques to check mastery of the skill.

2. Have students execute the "inverted hang pike" on the horizontal bar to demonstrate mastery of the skill.

E. TUMBLING/GYMNASTICS

OBJECTIVE 3: DEMONSTRATE INDIVIDUAL STUNTS

Resources

Moving and Learning, pp. 240-241

TEACHING ACTIVITIES:

1. Introduce two individual stunts to the class, the "Egg Roll" and the "Coffee Grinder." Refer to *Moving and Learning*, pp. 240-241.

2. Demonstrate the proper execution of each stunt.

3. Emphasize to the class to respect strength and weakness of others.

Assessment: Have students execute the individual stunts to demonstrate appropriate use of the body parts. Check for mastery of the stunts.

RETEACHING ACTIVITIES:

1. Introduce and demonstrate the proper procedure for performing a stationary stunt "Thread the Needle."

2. Stress self-confidence and respect for the safety of others while performing individual stunt.

Assessment: Have student execute the individual stunt to demonstrate the ability to balance in a stationary position.

E. TUMBLING/GYMNASTICS

OBJECTIVE 4: PERFORM PARTNER AND GROUP STUNTS

Resources

Moving and Learning, pp. 241-243

TEACHING ACTIVITIES:

1. Introduce the two stunts to the class, "Wheel-barrow" and "Monkey Roll." Refer to *Moving and Learning*, pp. 241-243.

2. Demonstrate for the class the proper execution for performing these stunts.

3. Emphasize to the class that it is necessary to respect the strength and weakness of others when performing these stunts.

Assessment:

1. Have students execute the "Wheelbarrow" to demonstrate maximum partner cooperation in mastery of the stunt.

2. Have students execute the "Monkey Roll" to demonstrate maximum participation and mastery of the group stunts.

RETEACHING ACTIVITIES:

1. Introduce and demonstrate the proper procedure for performing follow-up group stunts. The "Chinese Get-up" and the "Double Wheelbarrow."

2. Stress to the class the importance of respect for the safety rules and cooperation with others.

Assessment: Observe students' physical ability while participating in the partner and group stunts.

PHYSICAL EDUCATION, GRADE 3

F. PERSONAL DEVELOPMENT

OBJECTIVE 1: DISPLAY SELF-CONTROL AND COOPERATION

Resources

TEACHING ACTIVITIES:

1. Cite examples to stress the importance of exhibiting self-control throughout all activities.
2. Stress the importance of demonstrating cooperation, especially when sharing equipment.
3. Focus on remaining on task during the class so that negative behavior is not present.

Assessment:

1. Observe the students' ability to demonstrate positive self-control throughout all activities.
2. Ask the students the importance of displaying cooperation among the class.
3. Tell the students to explain what happens when negative behavior is present during an activity.

F. PERSONAL DEVELOPMENT

OBJECTIVE 2: DEMONSTRATE RESPONSIBILITY AS A LEADER

Resources

TEACHING ACTIVITIES:

1. Stress the importance of being a dependable, responsible leader.
2. Emphasize the qualities of a good leader (dependable, well-behaved, and honest).
3. Explain how responsible leadership can accomplish successful goals.

Assessment:

1. Ask the students to define orally the term "responsible leader."
2. Tell the students to list the qualities of a good leader.
3. Have the student give examples of how responsible leaders accomplish goals.

F. PERSONAL DEVELOPMENT

OBJECTIVE 3: RECOGNIZE WEAKNESS AND STRENGTHS IN PHYSICAL ACTIVITIES

Resources

TEACHING ACTIVITIES:

1. Stress the importance of realizing one's limitations in certain physical activities.
2. Focus on explaining the procedure of writing a list of physical weaknesses and ways to improve them.

Assessment:

1. Ask students to mentally realize one's limitations when performing physical activities.
2. Have students list physical weaknesses and possible ways to improve them.

RETEACHING ACTIVITIES:

1. Explain the importance of having individual strengths in certain physical activities.
2. Have the students with certain strengths help those who have weaknesses in the same physical activities.

Assessment:

1. Ask the student to acknowledge his/her strengths.
2. Observe students with strengths in certain physical activities as they help those with weaknesses in the same areas.

F. PERSONAL DEVELOPMENT

OBJECTIVE 4: USE SAFETY PROCEDURES DURING CLASS ACTIVITIES

TEACHING ACTIVITIES:

1. Stress the importance of following a class routine (suggestions attached).
2. Emphasize that adhering to class rules will provide a safe atmosphere for all students.
3. Provide students with a list of class rules to follow.

Assessment:

1. Ask the student to explain the importance of following a class routine.
2. Have the students tell why class rules provide a safe atmosphere.
3. Tell the students to list the class rules on paper to share and discuss with their parents.

Resources

Class routine attached

ESTABLISHING A CLASS ROUTINE

1. Teacher uses specific signal to get group's attention.
2. Stress listening skills and following directions.
3. Explain importance of working in groups (demonstrating courtesy, cooperation, and respect).
4. Direct children to use only assigned space for particular activities (playground, gym).

CLASS RULES

1. Shoelaces should remained tied at all times.
2. No horseplay or unneccessary roughness is allowed.
3. No pens or pencils should be brought to class.
4. Food, candy, or gum should not be permitted in class.
5. Eye glasses should be removed during certain activities.
6. Keep hands off other children as this can lead to trouble.

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV

Unit/Major Objective:	**Essential Elements**
The learner will participate in various group activities to develop skills common to games and team sports.	1A,B 2A,B 4A,D

Prerequisite Skills:

- Play low organizational games
- Participate in relays and running games
- Participate in games and large group activities
- Demonstrate basic ball-handling skills

Lesson (Mini) Objectives:

1. Participate in lead-up games: soccer, softball, volleyball
2. Participate in track and field events
3. Demonstrate skill in rope-jumping activities
4. Participate in recreational games
5. Learn fundamental ball skills for sports-related activities

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV, LESSON 1

Lesson Objective No. 1: Participate in lead-up games to soccer.

Mental Set: How many of you play on a soccer team? Have any of you been to a professional soccer game? Let's see how many professional soccer teams we can name.

Rationale: To enable students to participate in lead-up games that will develop their kicking, trapping, and dribbling skills for the game of soccer.

Input and Modeling:

Key Concepts and Skills:

1. Introduce the lesson by demonstrating the following three soccer skills and discussing the correct body position of each skill:

   - kicking
   - trapping
   - dribbling

2. Distribute Handout #1 and discuss two basic kicking patterns (stationary kick and the rolling kick). Stress the importance of body positioning for each skill.

3. Explain that trapping a ball is a method to get control of a ball moving on the ground by catching and holding it with the foot or lower leg. In dribbling, the ball is moved with a series of taps or pushes to cover ground and still maintain control of the ball.

4. Emphasize that the best contact point with the ball is at the big toe. However, both the inside and outside of the foot can be used at times to move the ball.

Guided Practice:

1. Distribute Handout #2 "Soccer-Kickball" and discuss each rule of the game.

2. Stress that the skills to practice and develop in this lead-up game are dribbling and kicking.

3. Ask students to carefully study the game diagram and to ask questions about the rules or the diagram.

4. Direct the students through a practice game of "Soccer-Kickball."

Independent Practice: Have students draw stick figures to show the following skills:

- stationary kick
- rolling kick
- trapping the ball
- dribbling the ball

Next to each picture, have the student tell the body position used in each skill.

For example: Stationary kick - the body is erect, both feet flat on ground, kicking leg is raised while arms are balanced at sides during the follow-through.

Lesson Assessment/Performance Criteria: Use the attached Evaluation and Skills /Test and Criteria to assess the students' ability levels.

Reteaching/Extensions:

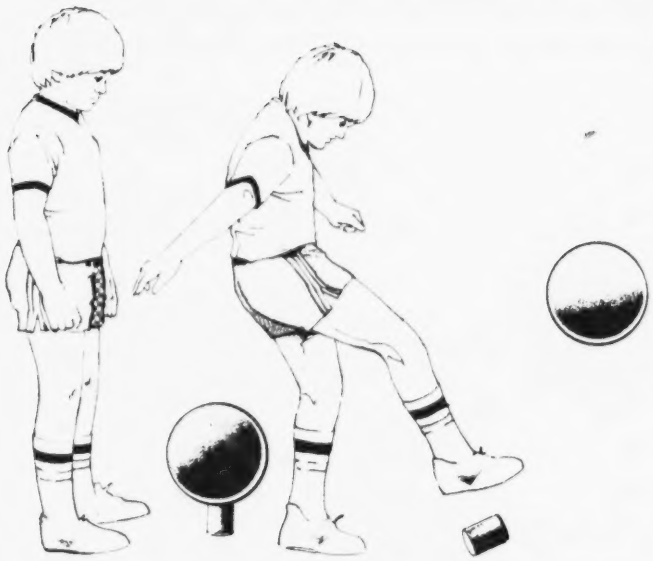
1. Have the students who play soccer bring pictures of soccer teams or games in which they have participated and share with the class. Tell students to explain the skill, players, or playing positions in the picture.

2. Have those who do not play on a soccer team, bring a newspaper or magazine article about a soccer game and have them describe the skill or highlights in the article.

Resources: *Fundamental Ball Skills: A Guide to Selection and Performance*
Handout #1-"Stationary and Rolling Kicks"
Handout #2-"Soccer-Kickball"
Evaluation and Skills Test

BASIC KICKING PATTERNS

STATIONARY KICK



Ready Position

Execution

Follow-Through

ROLLING KICK

Ready Position

Execution

Follow-Through

Student Handout
Input and Modeling (IV:1)
PE 3

SOCCER-KICKBALL

Skills: To dribble a ball keeping it under control
To kick a soccer-kickball for accuracy
To kick a ball for distance

Area: A kickball diamond, a softball diamond, or an open area with portable bases

Number of players: 10-15 per team

Supplies: 1 soccer-kickball, 1 small goal or two cones, 12" high

Rules:

1. Two teams of equal ability and two team captains are selected.
2. A coin is flipped to decide which team bats first or last. The winner may choose either option.
3. The fielding team stands behind the baseline, covering all playing territory.
4. The kicker kicks the ball from home base. He may use a place kick or a punt.
5. The kicker, after kicking the ball, runs around all the bases and tries to reach home base before the ball is fielded and kicked into the goal area. The fielders may only use their feet to field the ball.
6. The kicker receives one point for every base touched before he is put out.
7. A different fielder must make the out for each different batter. The captains should order their fielders so that number one fielder kicks the ball into the goal for the out; then number two fielder kicks for the second out.
8. All batting team members bat before an exchange of sides takes place.
9. Teams should play a set number of innings.

EVALUATION AND SKILL TESTS

Soccer skills lend themselves well to objective skill tests. The examples given can be modified, if necessary, to meet the level of ability of the pupils.

Trapping Skill Test

The formation is a file plus one. The one in front of the file is the thrower. The thrower stands 15 to 20 feet in front of the file and rolls the ball on the ground to the player at the head of the file. Five trials each for the toe trap and either the single leg trap or the double leg trap, are given. The ball must be definitely stopped and controlled. A score of 10 points is possible, one point awarded for each successful trap. The thrower should adopt one type of throw which is to be used for all traps and all players. If the scorer judges that the roll wasn't a proper opportunity, the trial is taken over. Rating of scores is as follows:

9-10	Excellent
7-8	Good
5-6	Satisfactory
1-4	Needs improvement
0	Unsatisfactory

Dribbling Skill Test

Three obstacles or markers are arranged in line, four yards apart, with the first positioned four yards from the starting line. The starting line is four yards wide. A stop watch is used, and the timing is done to the nearest tenth of a second. Three trials are given each player, with the fastest trial taken as the score. On each trial, the contestant dribbles over the figure eight course and finishes by kicking or dribbling the ball over the four-yard finish line, at which time the watch is stopped. The test is best done on a grass surface, but, if a hard surface must be used, the ball should be deflated somewhat so that it can be controlled. Grading scale should be set on the basis of average performance.

Accuracy Kick Skill Test

A "goal-type" target 6 to 8 feet wide is set up using pins, plastic bottle, or chairs. The ball is placed on the ground 25 feet in front of the target. The pupil being tested may start several feet behind the ball, moving forward to the ball as the kick is made. A ball passing between the goals on the ground or passing over the area between the goals in flight would count as a score. Five trials may be given. Rating of scores is as follows:

5	Excellent
4	Good
3	Satisfactory
2	Needs improvement
1	Needs improvement
0	Unsatisfactory

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV, LESSON 2

Lesson Objective No: 2: Participate in lead-up games to softball

Mental Set: How many of you have ever been to a softball or baseball game? Who can tell me the difference between the two games. How are they alike? How are they different?

Rationale: To provide an opportunity for students to participate in lead-up games that will develop the ball-handling skills needed for playing softball.

Input and Modeling:

Key Concepts and Skills:

1. Introduce the lesson by defining the term "lead-up". Explain that a lead-up game is a game which develops skills needed to play a particular game.

2. Ask the class to list the basic skills needed to play a game of softball. Example: throwing, catching, running, etc.

3. Demonstrate the five ball skills that will be essential in playing the lead-up games to softball:
   - throwing
   - catching
   - running
   - fielding
   - hitting

Guided Practice:

1. Divide the students into two teams. Have the teams read the rules to the game "Beat the Ball" in Handout #1. Allow time for questions regarding the game.

2. Emphasize the importance of good sportsmanship while playing to one's potential.

3. Guide the students as they practice their throwing, catching, and running skills.

Independent Practice: As a homework assignment, have the students bring a newspaper article about any recent baseball or softball game. Have them write a report to give a summary of the article. Allow time for students to share their reports with the class.

Lesson Assessment/Performance Criteria: Ask the students to list the five ball-handling skills they learned and tell why each is important to the game of softball. Have the students share answers with the class.

Reteaching/Extensions:

1. Distribute Handout #2 .

2. Review and have students participate in the game "Over the Line" to practice catching, fielding, and hitting the ball for accuracy.

3. Use Handout #3, "Hit the Bat" to reteach or reinforce ball-handling skills.

Resources: Handout #1-"Beat the Ball"
Handout #2-"Over the Line"
Handout #3-"Hit the Bat"

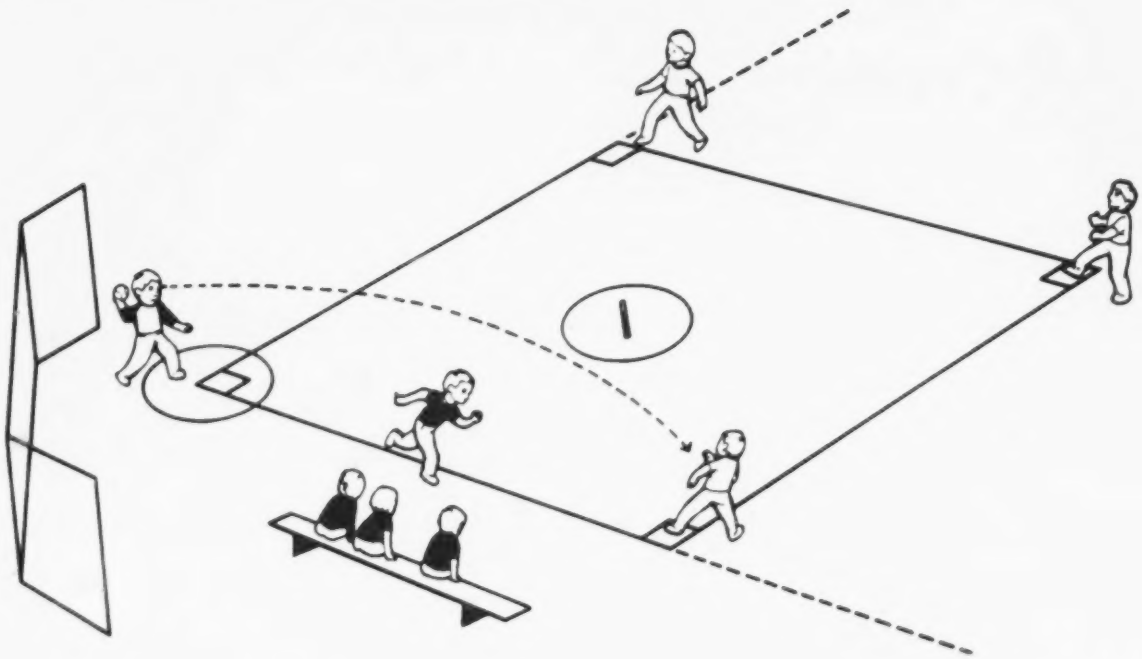
BEAT THE BALL

Skills: To throw a softball accurately
To catch a softball
To run the bases for speed

Area: A softball diamond with 45' bases or an open area with four throw-down bases spread 45' apart

Number of players: 4-18 per team

Supplies: 1 softball, 4 throw-down bases if needed



Rules:

1. Two teams are selected. A captain is selected for each team.
2. A coin flip is used to determine batting and fielding teams.
3. The captain of the batting team assigns a batting order, while the captain of the fielding team assigns basemen to cover each of four bases.
4. The first batter comes to home base. The ball is given to the catcher at home. On a signal, the batter starts to run non-stop around the bases. The ball, starting with the catcher, is also thrown at the same time from first, to second, to third, and back to home.
5. If the batter reaches home before the ball, he scores a run; if the ball reaches home first, then the runner is out.
6. After every three batters, all players in the field are assigned to new positions.
7. After all the batters have been up, then the teams rotate.
8. Teams play a set number of innings or time limit.

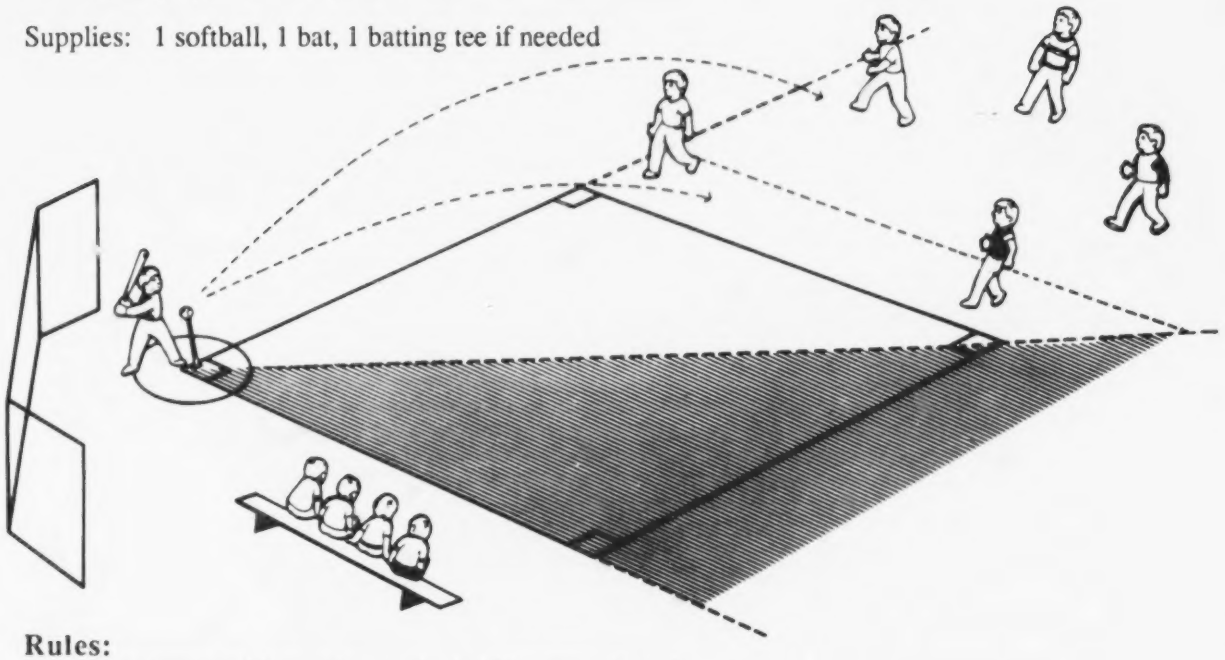
OVER THE LINE

Skills: To hit a ball for accuracy
To field a ball
To catch a ball

Area: Any open space with three lines for batting and fielding

Number of players: 5-15 per team

Supplies: 1 softball, 1 bat, 1 batting tee if needed



Rules:

1. Two teams with evenly matched ability are selected.
2. Two captains are selected.
3. A coin flip is used to determine batting and fielding teams. Winner should make choice.
4. Batting team captain selects batting order.
5. Fielding team captain selects two players to be inside 20 foot infield area with all other players becoming outfielders and standing behind the infield area.
6. Batter then hits the ball off a batting tee or by fungo hitting (throwing the ball into the air and then hitting the ball).
7. If the batter hits a fly ball that is caught, he is out.
   If the ball is hit through the infield without being fielded, the batter scores a single with an imaginary runner on first base.
   If the ball is hit over the infield but in front of the outfielders, it is a double.
   If the ball is hit over the last outfielder, it is a homerun.
   A ball that is caught and then dropped by an outfielder is a triple.
   A ball that is caught and then dropped by an infielder is a single.
   All runs must be forced to home to score.
8. All players bat before a change of sides occurs.
9. Infielders must rotate to the outfield after each inning.

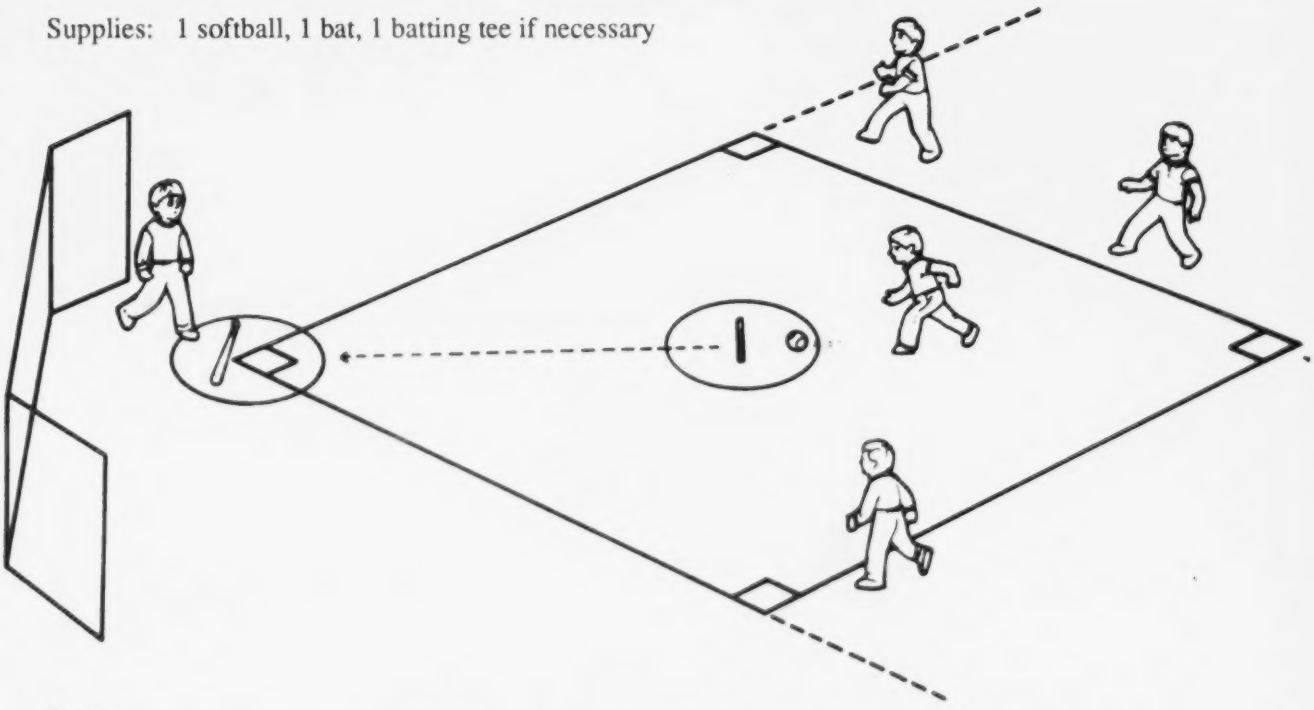
HIT THE BAT

Skills: To hit a ball for distance
To catch a ball
To field a ball
To roll a ball accurately

Area: A softball diamond or wide open area with a flat surface

Number of players: 4-12

Supplies: 1 softball, 1 bat, 1 batting tee if necessary



Rules:

1. One player is selected to be up; the remainder of the students are sent to the outfield.
2. The batter fungo hits or tee hits the ball into the outfield.
3. The first person to touch the ball must field it.
4. Wherever the ball is fielded, it is then rolled from that point.
5. The batter places the bat on the ground in front of himself/herself.
6. The fielder then rolls the ball toward the bat. If the ball hits the bat and the batter does not catch it in the air, then the fielder becomes the new batter.
7. However, if the batter catches the ball before it hits the ground, then he/she is still up and the game continues.
8. If the batter successfully catches five balls that have been rolled, he/she then selects a new batter from the fielders.
9. If a fielder catches the ball in the air, he/she may take ten long strides toward the batter before he/she rolls the ball.
10. If a fielder catches the ball on one bounce, he/she may take five long strides toward the batter prior to rolling the ball.

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV, LESSON 3

Lesson Objective No. 1: Participate in lead-up games to volleyball

Mental Set: How many of you have seen a group of people playing volleyball at the beach? Why do you think it would be easy to play this game at the beach?

Rationale: To give the students an opportunity to participate in lead-up games that will help develop the skills to be used in the game of volleyball.

Input and Modeling:

Key Concepts/Skills:

1. Introduce the lesson by demonstrating the following three volleyball terms and explain each term.
   - volleying - to hit a ball back and forth in the air
   - striking - to hit a ball
   - serving - a method of putting a ball into play
2. Tell the students that "volleying" a ball means to strike a ball in the air with the fingertips. Explain that students should keep fingers slightly curved and relaxed when catching or volleying the ball.
3. Stress that good sportsmanship is essential at all times, and fair play is important in all group activities.
4. Distribute Handout #1, "One-Bounce Volleyball" to give students lead-up exposure to a volleyball game situation.

Guided Practice: Using Handout #1, "One-Bounce Volleyball," guide the students through the rules to the game. Spend half the class time discussing game rules and half the class time practicing the game.

Independent Practice: Have the students write a paragraph on "how-to-play" the game of "One-Bounce Volleyball" in their own words. Tell them to describe what they found to be the easiest skill of the game, as well as the hardest skill. Allow time for sharing with the class.

Lesson Assessment/Performance Criteria: Organize a class tournament. Review the rules of "One-Bounce Volleyball" before beginning the tournament. Tell the students that some of them will be called on to act as officials.

Reteaching/Extensions:

1. Distribute Handout #2 and have students practice to improve their throwing, catching, and volleying skills by executing the "Zig-Zag Pass Drill".
2. Students are to read the directions and drill variations before beginning the game. Stress that the diagram is a helpful tool to follow.

3. Allow time for questions concerning the directions of the drill.

4. Handout #3, "Volley Tennis," to discuss the game rules before students play the game.

Resources: *Fundamental Ball Skills: A Guide to Selection and Performance*
Handout #1 "One-Bounce Volleyball"
Handout #2 "Zig-Zag Pass Drill"
Handout #3 "Volley Tennis"

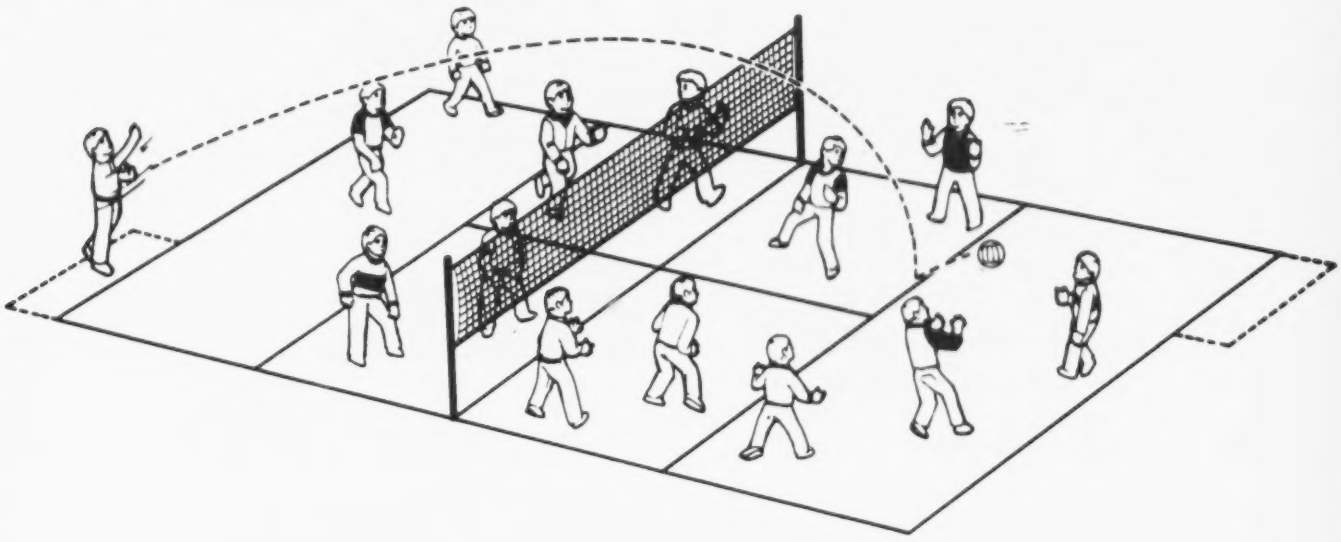
ONE BOUNCE VOLLEYBALL

Skills: To strike a volleyball for accuracy
To serve a volleyball

Area: Volleyball court

Number of players: 6 per team (2 teams per court)

Supplies: 1 volleyball



Rules:

1. Two teams are selected. Two captains are then selected.
2. Captains assign three players to front row and three players to the back row.
3. One team is selected to serve first. The server is the person in the back right-hand corner of the court.
4. The server stands behind the baseline, bounces the ball once, and then hits the ball over the net with an open hand or closed fist.
5. If the ball hits the net and rebounds back into the server's court, the hit is considered a fault.
6. If the ball hits the top of the net and goes into the receiving court, it is hit over. Two faults and the service changes to the opponent's side.
7. The ball must bounce between each hit. The ball must be hit twice before it is hit over the net. Players must hit the ball with open hands.
8. If two players hit the ball at the same time, it is a fault.
9. A ball hitting the top of the net during play is fair.
10. A person hitting the net is guilty of a fault and play stops.
11. The server continues to serve until a miss occurs.
12. Upon change of service, all players rotate one position in a clockwise manner.
13. The first team to score 15 points is the winner. The winning team must win by two points.

SKILL DRILLS - VOLLEYBALL AND OTHER NET GAMES

Zig-Zag Pass Drill (for throwing and catching or volleying)

Formation	Two parallel lines facing each other (see drawing)
Players	Five to six each line - as many sets of lines as necessary for the class
Equipment	Any size utility ball or volleyball for each set
Description	The ball is thrown (or volleyed) by one player to the player facing him/her, who catches and passes (or volleys) the ball on to the next player across from him/her. This zig-zag passing continues until the ball reaches the last one in the line. Then the ball starts back down the line until it reaches the player who started it.
Variations	1. Players may be required to make specific kinds of throws such as two-hand underhand, two-hand overhand, and side arm. 2. The self set up may be permitted in volley practice for beginners. 3. This game may be used as a throwing and catching drill with the deck tennis ring. 4. This game may be used as a throwing and catching drill with plastic bottle scoops and beanbags.

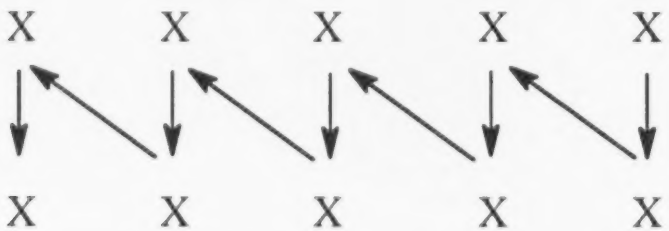


Diagram for Zig-Zag Pass Drill

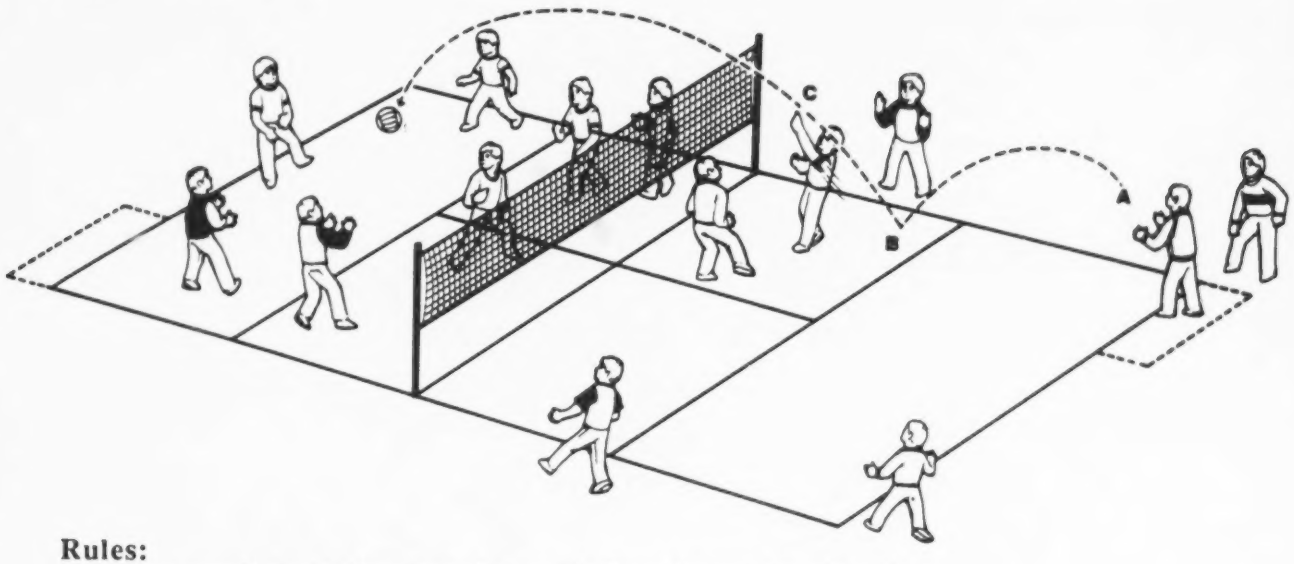
VOLLEY TENNIS

Skills: To serve a volleyball for accuracy
To volley a ball accurately

Area: Volleyball court with net set at 6-7'

Number of players: Maximum of 6 per team

Supplies: 1 volleyball



Rules:

1. Two evenly matched teams and a captain for each team are selected.
2. The captains assign players to starting positions. A coin flip is used to determine the team that serves first.
3. The ball is served underhand by the center back player. The ball is hit to the center front player. After bouncing once, the center front player hits the ball with one or two hands over the net. The receiving team then has three hits (in the air or on the bounce between hits) to send the ball back over the net to the opponent's side.
4. The server has two chances to make a good serve. If a serve hits the net, it is bad. If a serve is good and a point is made, then the server continues to serve until a foul occurs. Once the server has received a serving point, no more bad serves are permitted.
5. A ball must be hit cleanly. It cannot be caught, thrown, rolled, or scooped. A ball landing on a boundary line is considered fair. A ball striking the top of the net during play is fair. Also the ball may be played outside the court, providing it does not touch the ground.
6. A foul occurs when:
   A. Any part of the player touches the net.
   B. Any part of the player extends over the net during play.
   C. A player hits the ball twice in succession.
   D. A ball bounces more than once between hits.
7. Scoring: one point is awarded for each foul; 15 points constitutes a game.
8. Players on the serving team rotate one player position when changing serves. Rotation is counterclockwise.

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV, LESSON 4

Lesson Objective No. 2: Participate in track events

Mental Set: Say to the students, "Most of you have participated in a race at one time or another." How many of you know what a relay race is? Have any of you ever been on a relay team? Allow time for students to respond. Today, you will have the opportunity to run in a relay race.

Rationale: To help students learn individual skills needed in track events and to develop endurance and coordination through running activities.

Input and Modeling:

Key Concepts/Skills:

1. Explain that there are four persons on a relay team and that each runner is responsible for running a designated distance to tag or hand a baton to the next runner.
2. Distribute Handout, "Baton Shuttle Relay" and use the diagram to explain the procedure for running this relay race.
3. Discuss two different types of baton passes (the low pass and the high pass).
4. Emphasize the similarities and differences between the two passes.

Guided Practice:

1. Distribute Handout, "Crouched Start Positions to Start." Direct students in the proper start position for running shuttle relay.
2. Show the students the three body positions of the "crouched start position." Example: on your mark, get set, and go. Tell students why these positions should give the runner a more successful start.

Independent Practice:

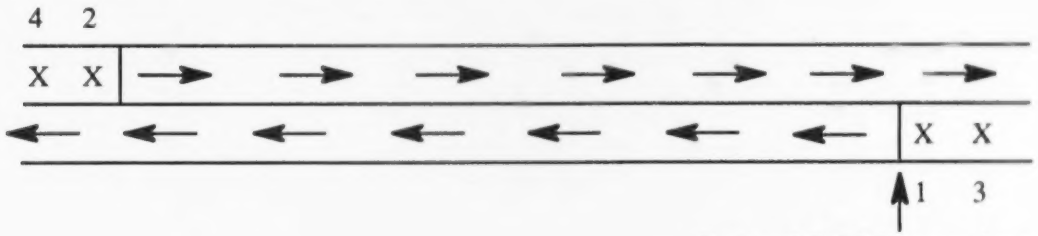
1. Divide the class into teams of four and have them practice the shuttle relay race.
2. Tell each team to choose an anchor man (the runner who runs the last lap on the relay).
3. Ask the students to give a description of their relay teams by telling who is the fastest runner, the slowest runner, and the anchor man.

Lesson Assessments/Performance Criteria: Organize a class track meet. Choose a student commentator to announce the events in the meet. Observe each students performance level. Ask students to interview their parents and have them tell about a memorable track event in which they have participated or watched.

Reteaching/Extensions: Have students bring a newspaper, book or magazine article about a track event. Allow time for students to share them with the class.
Resources: Handout, "Baton Shuttle Relay" Handout, "Crouched Start"

BATON SHUTTLE RELAY

Each team should have an equal number of runners. Any number may be used in class practicing, but four is suggested as the best number for track meets and field days. When lanes are used, each team should be allowed two adjacent lanes as in the following illustration:



Start and finish line numbers indicate order of running.

Note: Runners will pass right shoulders when giving and receiving the baton. Those waiting in lines should remain in a straight column. This will assist in preventing collisions and possible accidents. Adequate separation of teams should be provided.

Start - The first runner may use either the crouched or standing start. The baton should be held in the right hand with the fingers and thumbs around the lower one-third of the baton.

Sprint - Refer to the section on the dash or sprint running.

Baton Pass - Two types of hand-off are suggested. The teacher or team may select the one preferred, but all members of a team should use the same passing technique. The two styles of hand-off are described below.

- Low Pass - The passer carries the baton in the right hand with the fingers and thumb around the lower one-third of the baton. Arms are carried naturally with elbows bent as the runner is running. The receiver has the right arm extended, elbow straight, and thumb pointing to the ground and separated from the fingers in a wide "V" position. The back of the hand is facing the incoming runner. As the passer approaches the receiver, he/she swings his/her right arm, holding the baton downward, and just before he/she passes (right shoulder to right shoulder of the receiver), he/she swings the baton in an upward movement into the open hand of the receiver. As the receiver's fingers close around the baton, the passer's hand lifts away from the top.

- High Pass - The passer carries the baton in the manner described for the low pass while running. The baton is carried in an upright position on the bottom one-third so that the receiver has enough room to grasp it. The receiver waits behind the restraining line with his/her arm extended forward and his/her palm facing toward receiver. The receiver should grasp the baton above the hand of the passer.

Finish - The last runner carries the baton over the finish line, running at top speed.

BATON SHUTTLE RELAY

Teaching Suggestions for Relay Teams

- Select runners for a relay team on the basis of time trials on the distance to be run. Each runner should then be assigned his lap on the basis of his qualifying time. This avoids confusion and arguments. The following method is suggested:

  1. Fastest runner, known as "anchor" man on the team, runs the fourth lap.
  2. The second fastest runner, the starting runner, runs the first lap.
  3. The third fastest runner runs the third lap.
  4. The fourth fastest runner runs the second lap.

- Let the team decide on the type of hand-off to be used. The team should begin hand-off practice by just "walking-through" the hand-off with only a few yards between them. Emphasize correct form. Stress that is is the responsibility of the passer to put the baton in the hand of the receiver. The receiver should not reach for or grab at the baton. He should hold his receiving hand still, as a target.

- Slightly increase the distance between team members and let them begin "jogging-through" the hand-off routine.

- Allow the team to work several days on the passing technique before running top speed. A smooth, efficient hand-off is essential. Speed during the sprint will come naturally during the competition.

- Stress the importance of staying in one's lane, especially after the hand-off is made.

- When pupils begin passing with full speed in a pursuit relay, emphasize that the hand-off must be made within the passing zone.

CROUCHED START POSITIONS TO START

On Your Mark

The runner kneels down and places the toe of his front foot 8 to 10 inches behind the starting line. (The front foot is normally determined as being opposite the "kicking foot.") The toe of the back foot is placed at a position opposite the heel of the forward foot. Shoulder, elevated knee, and hands are behind the starting line. Hands are placed straight down, parallel to the starting line and the shoulders' width apart, with the weight on the fingertips. A bridge is made with the thumb by squeezing the fingers together. Arms are outside of knees and elbows are straight.

Get Set

The lower knee and hips are raised until the back is straight and parallel to the ground. The weight should be evenly distributed between hands and front foot, no weight on the back foot. Leg and feet are parallel. The head is not raised as the runner should be looking at a spot on the ground a few feet in front of the starting line.

Go (or starting gun position)

The first step is taken forward as rapidly as possible looking straight down the track, not at the starter or other runners. The head and eyes gradually raise to focus on or beyond the finish line. The arm action is overexaggerated with as much force as possible. The body gradually raises to a sprinter's position at approximately 15 yards. A short, choppy, powerful stride is used, toes pointed straight down the track. The first few strides should be kept from being too long.

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV, LESSON 5

Lesson Objective No. 2: Participate in field events

Mental Set: How many of you have seen the Olympic Games on television? Can you name some of the events that take place in the track and field competition? Today, we are going to discuss and practice the long jump. This field event is also known as the running broad jump.

Rationale: To help the students learn the technique of executing the long jump and to build the student's leg drive through jumping activities.

Input and Modeling:

Key Concepts/Skills:

1. Introduce the lesson by demonstrating the "long jump" technique or assign a student to peer-tutor the class before students perform the jump.
2. Use the overhead projector to show Transparency #1, *Long Jump Illustration* which describes the three-step execution of the long jump. Review the take-off, flight, and landing in the jump execution.
3. Stress that it is important to begin with short jumps so that the leg muscles will have an opportunity to warm-up and to avoid strained muscles.
4. Place emphasis on proper form rather than distance during the first part of the lesson.
5. Ask students to work to increase speed in approaching the jump take-off.

Guided Practice: Make students copies of the Long Jump Illustration. Present students with step-by-step demonstrations so that they may better understand the long jump technique.

Independent Practice:

1. Have students keep a progress log for week by measuring their long jumps and recording their findings.
2. Ask students to draw a graph at the end of the week to focus on their improvements.
3. Re-emphasize the importance of starting with small jumps before practicing for distance.
4. Divide the class into two groups to have a long jump contest. Eliminate students to determine the best two long jumpers in the class.
5. Present special certificates to the winners and praise the entire group for their efforts.

Lesson Assessment/Performance Criteria:

1. Grade the student progress logs that were kept during the week and return with positive comments.

2. Observe students for participation and individual effort.

Reteaching/Extensions:

1. Arrange students in equal squads to practice the long jump.

2. The first person in each squad is given chalk to mark the distance on the asphalt or activity area. On signal, the first person in each squad attempts a standing broad jump forward from the starting line. A mark should be placed where the heel of the jumper's back foot ends.

3. The next jumper moves to the starting line and makes his long jump. The activity continues until all players have jumped.

4. The team that has jumped the greatest distance is the winner.

Resources: Transparency #1 "Long Jump" Illustration

LONG JUMP ILLUSTRATION

Long Jump (Running Broad Jump)

- Approach - The length of the approach is determined by the shortest distance within which maximum speed can be attained. In the last four strides of the approach, the attention shifts from running to the jumping, and the eyes should be on the take-off board.

- Take-off - The take-off foot hits the board flat-footed, the toe is pointed directly forward, and the take-off knee is slightly bent. The body should lean slightly forward. As the foot hits the board, the weight is brought forward and the thrust is upward. The jumper should strive for maximum height to ensure full use of all forward momentum. A vigorous arm action should be used to propel the body upward and forward.

- Flight - (1) Sail or hang; the jumper rides through the air with arms forward and legs held high. (2) Hitch-kick; the jumper continues to move legs and arms as if running.

- Landing - The legs should be thrust forward to obtain maximum distance, with feet kept as high as possible. They should be spread a foot or so apart. This will permit the body to go between the knees and over the feet when landing. A vigorous backward movement of the arms forces the body forward to prevent the jumper from falling back to a sitting position. The jumper should land standing, falling forward, or sideward in order to maintain distance. The jumper should get out of the pit immediately after landing.

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV, LESSON 6

Lesson Objective No. 3: Demonstrate skill in rope-jumping activities

Mental Set: How many of you enjoy jumping rope? What parts of the body are used to jump rope? How many of you own a jump rope? Is it a short rope or a long rope? Today, we will begin practicing our jumping skills with an individual or a short rope.

Rationale: To teach students basic rope jumping skills and to help the students develop muscular strength as well as cardiovascular conditioning.

Input and Modeling:
Key Concepts/Skills:

1. Introduce the lesson by telling students how to determine the size of an individual rope they should use. Stand on the center of the rope and the handles should be level with their armpits.
2. Explain the importance of maintaining good posture throughout the rope jumping activities. In particular, the head and upper part of the body should maintain proper positioning.
3. Emphasize the importance of turning the rope with a quick, easy motion of the hands and wrist. Demonstrate the turning motion in contrast to forceful turning by the arms.
4. Have a student demonstrate the following three rhythms that a student can execute. Example: slow time, fast time and double time. Give a brief explanation of each. (Explanation attached)
5. Distribute Handout #1, "Basic Rope Jumping Steps" and tell students that these skills need to be mastered in the slow time rhythm. Discuss each step thoroughly, allowing time for questions. After discussion of each step, have a student demonstrate each step.

Guided Practice:

1. Divide the students into three groups and distribute individual jump ropes.
2. Guide one group through each of the jumping rhythms, pointing out any weaknesses or strengths while the other groups listen.
3. Continue this activity until all groups have executed the rhythm steps.

Independent Practice:

1. Have a creative time to allow for individual "free" jumping. Ask the students to make up a chant to their jumping rhythms and allow students to share with the class.
2. Students who cannot create a chant may want to share one previously learned.

3. Distribute Handout #2 as an example of a chant. Have them practice the following chant:

Down by the river, down by the sea,
Johnny broke a milk bottle and blamed it on me.
I told Ma, Ma told Pa,
Johnny got a licking, so, ha, ha, ha.
How many lickings did he get?
1, 2, 3, 4, 5...

Lesson Assessment/Performance Criteria: Have students take the attached Skills Tests for mastery of skills, speed, endurance, and compulsory or optional routine.

Reteaching/Extension:

1. Have students create a rope-jumping routine using the five basic steps previously learned.

2. Allow time for students to share their routines with the class.

Resources: Handout #1-"Basic Steps"
Handout #2-"Rope-Jumping Chants"
Rope-Jumping Skill Tests

Basic Rope-Jumping Steps

Remember, most steps can be done in three different rhythms - slow time, fast time, and double time. After the youngsters have mastered these first six steps in slow time, you may wish to introduce fast and double time. The alternate foot basic step and spread legs, forward and backward, are two steps that seem to work well in introducing double-time jumping.

1. **Two Foot Basic Step**

   With feet together, jump over the rope as it passes under the feet and take a preparatory rebound while the rope is over the head.

2. **Alternate Foot Basic Step**

   As the rope passes under the feet, the weight is shifted alternately from one foot to the other, raising the unweighted foot in a running position.

3. **Swing Step Forward**

   Same as alternate foot basic step, except the free leg swings forward. Keep knee loose and let foot swing naturally.

4. **Swing Step Sideward**

   Same as alternate foot basic step, except the free leg swings to the side. Knee should be kept stiff.

5. **Rocker Step**

   One leg is always forward in a walking stride position in executing the rocker step. As the rope passes under the feet the weight is shifted from the back foot to the forward foot. The rebound is taken on the forward foot while the rope is above the head. On the next turn of the rope, the weight is shifted from the forward foot to the back foot, repeating the rebound on the back foot.

ROPE-JUMPING CHANTS

Rhymes involving endurance:

- Lady, lady at the gate
  Eating cherries from a plate.
  How many cherries did she eat?
  1, 2, 3 . . .

(The student's name may be substituted for "lady.")

- Down by the river, down by the sea
  Johnny broke a milk bottle and blamed it on me.
  I told Ma, Ma told Pa,
  Johnny got a licking, so ha, ha, ha.
  How many lickings did he get?
  1, 2, 3, 4, 5 . . .

- Johnny MeCarthy sat on a pin.
  How many inches did it go in?
  1, 2, 3, 4, 5 . . .

- Georgy Porgy, puddin' and pie,
  Kissed the girls and made them cry.
  How many kisses did he give?
  1, 2, 3, 4, 5 . . .

- Ice cream soda,
  Ginger ale pop,
  Tell me the initial
  Of my own sweetheart.
  A, B, C, D . . .

Rhymes involving change in speed:

- Mother, mother, I am able
  To stand on a chair and set the table,
  Daughter, daughter, don't forget
  Salt, vinegar, mustard, pepper,
  Cedar, cider, red hot pepper.

- I asked my father for fifteen cents
  To see the monkey jump the fence.
  She jumped so high, she reached the sky
  And didn't come back till the last of July.

- My mother, your mother, live across the way.
  They talk to each other.
  And this is what they say,
  "Icka tacka soda cracker
  Icka tacka boo,
  Icka tacka soda cracker
  Out goes you."

- I was born in a frying pan,
  I want to know how old I am.
  1, 2, 3, 4, 5 . . .

ROPE-JUMPING SKILL TEST

Grading Criteria - should encompass skill, speed, endurance tests, and a compulsory or optional routine.

Skill Tests

- Each skill designated by the teacher must be performed eight times successively.
- Length of jump rope unit will determine the number and difficulty of skills selected for grading.
- Grading may be done in a circuit formation with the teacher at the grading station; one squad at a time is graded, while the rest of the class is either working on a routine or practicing a skill indicated on a chart at each station in a circuit.

Speed Test

- The teacher times students in pairs in a one-minute test; the partner counts the number of jumps. (The penalty of "missing" is a penalty in itself.)

Endurance Test

- In a circuit, or a large group, using 80-100 beat tempo, pupils jump for 5 to 10 minutes, depending on length of training prior to final tests.

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV, LESSON 7

Lesson Objective No. 4: Participate in recreational games

Mental Set: How many of you have a favorite game you like to play at home? Let's list some games that you enjoy playing with your friends either at school or during summer months. What games are most popular with you and your friends?

Rationale: To help participate in recreational games that will provide the following educational objectives:

1. Good muscular development and accuracy
2. Ability to run, maneuver, dodge, start, and stop
3. Sharp, mental alertness in reacting strategically to the game situation
4. Ability to understand and follow rules and directions
5. Fair play and sportsmanship

Input and Modeling:

Key Concepts/Skills:

1. Introduce the lesson by telling the class that recreational games are very important in Physical Education. Stress that they are not only fun to play, they also teach us about rules, fair play, thinking, and body development.
2. Distribute Handout #1, "Kick Square" and discuss the rules of the game. Explain that this recreational game focuses on kicking for accuracy.
3. Tell the students to think of a game similar to Kick Square and to determine the similarities and differences between the two games.

Guided Practice:

1. Guide the students through a game of Kick Square.
2. Re-emphasize that the skill in this particular game is kicking for accuracy.
3. Remind students of the basic rules before beginning the game.

Independent Practice:

1. As a homework assignment, have students discuss with parents the types of games that they played when they were children.

2. Tell students to write a paragraph about one of these games and to compare it with a game that is played today.

3. Allow class time to share and discuss paragraphs.

Lesson Assessment/Performance Criteria:

1. Ask the students to list the reasons why recreational games are important to physical education.

2. Observe the students in a game of Kick Square and check to see that they are observing all the game rules.

Reteaching:

1. Distribute Handout #2, "Four Square" and have the students review the rules of the game.

2. Ask students to focus on the similarities and differences between Kick Square and Four Square.

3. Remind the class that the goal in Four Square is to serve and strike a ball for accuracy.

Extensions:

1. Distribute Handout #3, "Chinese Handball" and explain that the skill to be mastered is striking and serving a ball for accuracy.

2. Review the rules of Chinese Handball and have students participate in the game.

Resources: *Fundamental Ball Skills*: A Guide to Selection and Performance
Handout #1-"Kick Square"
Handout #2-"Four Square"
Handout #3-"Chinese Handball"

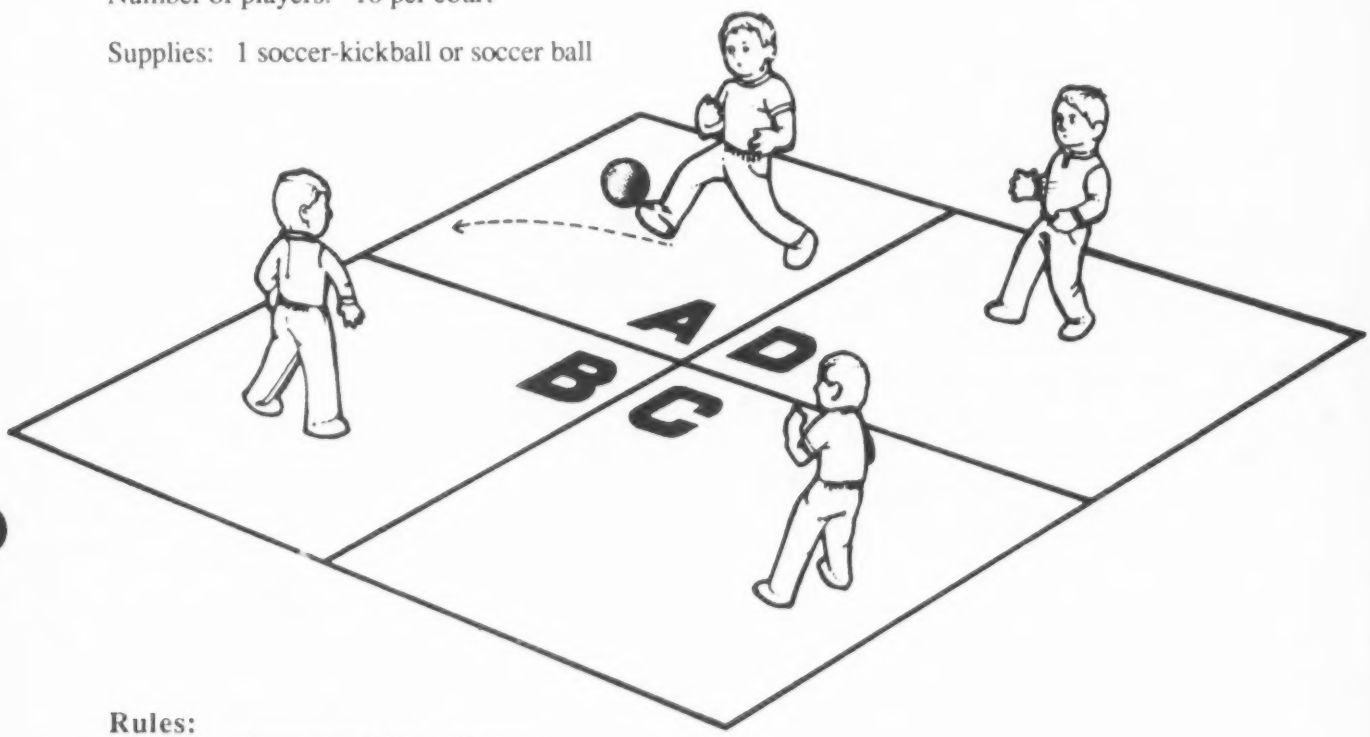
KICK SQUARE

Skills: Kicking for accuracy
To volley a ball accurately

Area: 16' x 16' four square court or 30' diameter circle divided into four equal quadrants

Number of players: 10 per court

Supplies: 1 soccer-kickball or soccer ball



Rules:

1. One player stands in each square.
2. Player D starts the ball by dropping the ball from waist level, then kicking it into one of the other squares.
3. The player who receives the ball must kick the ball before it bounces three times so that it goes into one of the other squares.
4. The game proceeds until one player fails to return the ball properly or a foul is committed.
5. When a foul is committed, the offending player is eliminated and he goes to the end of the waiting line. All other players move up one square toward square A. The waiting player moves into square D to become the new server.
6. Basic rules:
   A. After the ball lands in a square, it can bounce as many as three times inside or outside the square before it must be played.
   B. The player can play the ball on the first, second, or third bounce.
   C. If the ball is struck with the hand, fist, or arms, the player is out.
   D. If the ball hits a line on the first bounce of a series, the player who hits it is out.

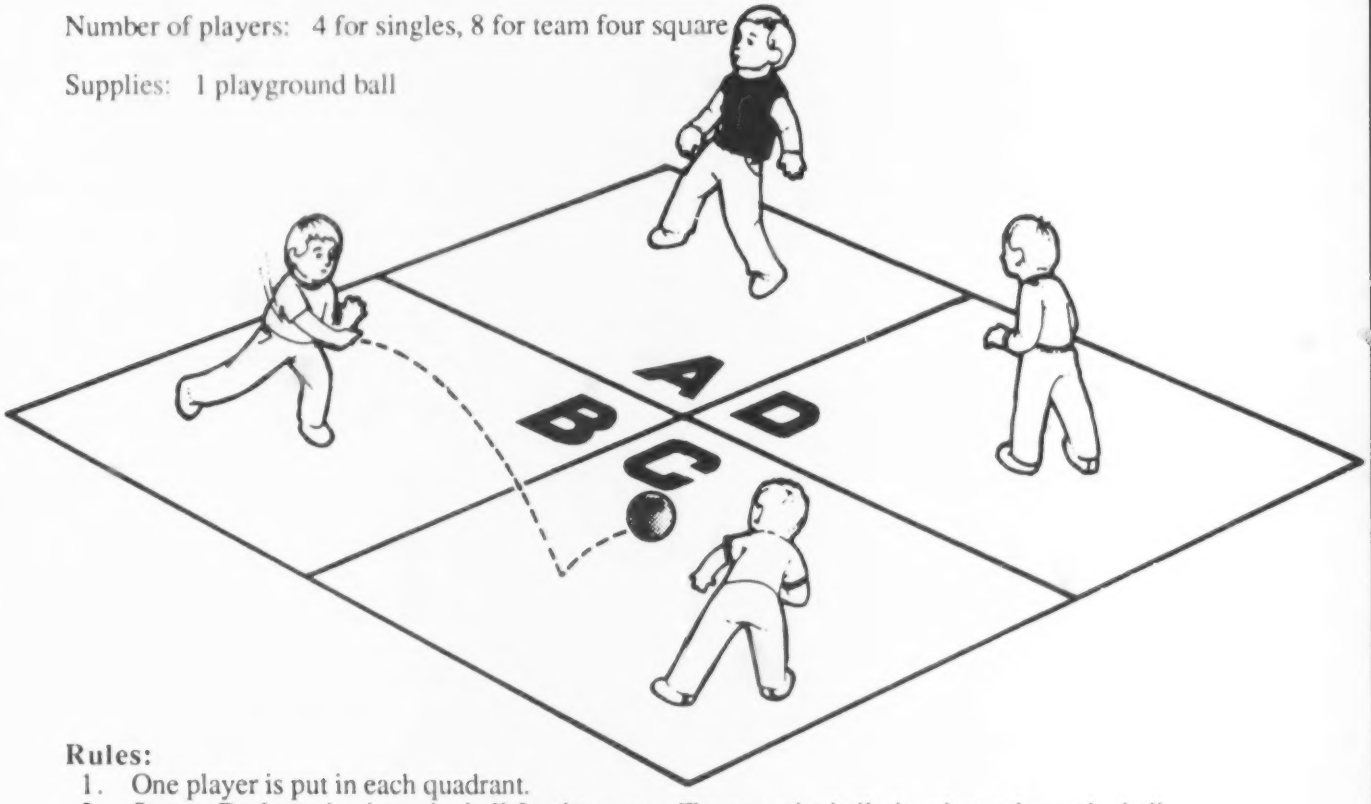
FOUR SQUARE

Skills: To serve a ball for accuracy
To strike a ball accurately

Area: One 16' x 16' four square court

Number of players: 4 for singles, 8 for team four square

Supplies: 1 playground ball



Rules:

1. One player is put in each quadrant.
2. Square D player is given the ball for the serve. To serve the ball, the player drops the ball and then hits it after a rebound from the ground.
3. The ball may be served into any square.
4. The player or players to whom the ball was served return the ball to any other square after it bounces once.
5. The objective of the game is to get to square A where one is safe.
6. A player in square A stays in the game if he misses because he goes down to become the new server in square D. All other players go out if they commit one of the following violations:
   - Hit the ball so that it lands on a playing line.
   - Hit the ball with the fist instead of open palms.
   - Momentarily holds the ball.
   - Hit the ball out of bounds.
7. Variations of play:
   - Play all squares go out.
   - Play "poison" by drawing a chald box 3' x 3' in the center of the court overlapping all squares. A ball hit in the center is out.
   - Play team four square by having 2-3 players in each square.

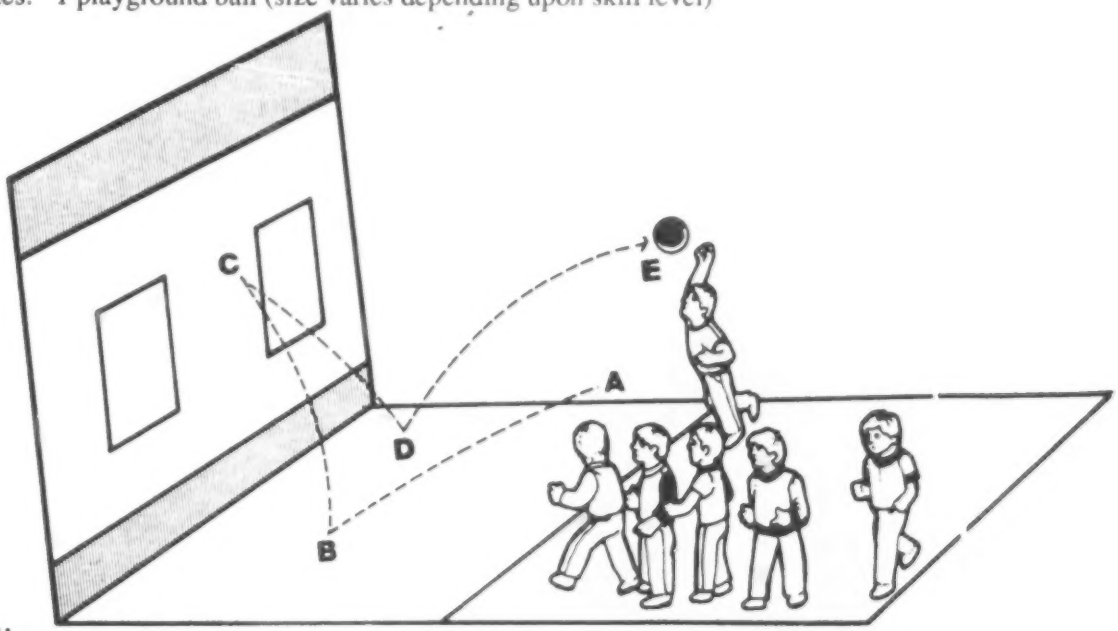
Student Handout
Reteaching (IV:7)
PE 3

CHINESE HANDBALL

Skills: To strike a moving ball for accuracy
To serve a ball

Area: Handball court (20' wide by 10-12' high handball wall)

Supplies: 1 playground ball (size varies depending upon skill level)



Rules:

1. All players line up in a straight line from the mid-court line past the end of the court if necessary.
2. The first player serves the ball by striking it off the support hand. A good serve must bounce once before hitting the wall above the low serving line.
3. The serve may not go past the midcourt line, nor may it hit an outside line. Following two bad serves, the server is out.
4. The next person in line must strike the ball downward so that the ball hits the ground and rebounds against the board. The receiver must not let the ball bounce twice. He may strike the ball after a direct rebound off the wall.
5. Faults:
   A. Two bad serves.
   B. A ball that hits outside the court.
   C. A ball that hits the wall directly with no bounce.
   D. Self-interference (getting hit by your own hit).
   E. Striking the ball with anything other than one or two hands.
6. If a player does miss, he then stands outside the court until the next player misses. The next player replaces the first person eliminated. The new server is always the person after the miss.

PHYSICAL EDUCATION, GRADE 3

SAMPLE UNIT IV, LESSON 8

Lesson Objective No. 5: Learn fundamental ball skills for sports-related activities

Mental Set: Ask students to list as many ball games as possible. Have them describe the appropriate ball that goes with the games they name. Example: Basketball is played with a large brown ball with grooves.

Rationale: To help students learn and practice fundamental ball skills in large group activities and to be able to distinguish the appropriate ball skills related to various sports.

Input and Modeling:

Key Concepts/Skills:

1. Introduce the lesson by demonstrating the following five ball-handling skills to the class:

   - throwing
   - bouncing
   - catching
   - kicking
   - striking

2. Use Handout, "Basic Ball Handling Patterns" to give illustrations of the skills. Explain the body positions and the proper execution of each skill. Example: when throwing a playground ball, the student's body should be erect with both feet flat on the ground.

3. The throw should be made with both hands from above the head. During the follow-through, the student should bring both arms over the head and the arms should end up pointing in the direction he/she is throwing.

Guided Practice:

1. Spend time discussing the body positions for each ball-handling skill.

2. Re-emphasize the different body positions that relate to each ball-handling skill.

Independent Practice:

1. Divide the class into pairs. Have partners practice each ball-handling skill while deciding which skill is the most difficult to perform, and which is the easiest skill to perform.

2. Allow time for partners to discuss what they have discovered about their ball-handling skills.

3. Have students share their findings with the class.

Lesson Assessment/Performance Criteria:

1. Have students to write a paragraph about the ball-handling skill they found easy to perform and tell why. Then write a paragraph about the ball-handling skill that was difficult to perform and tell why.

2. Ask students to share their paragraphs with the class and allow students time to suggest ways to improve their skills.

3. List games in which these ball-handling skills will be useful. Example: kicking-soccer ball.

Reteaching/Extensions:

1. Tell students to bring pictures that illustrate any of the five ball-handling skills. The pictures may be found in the newspaper, magazines, or books.

2. Have students discuss and share their pictures with the class.

Resources: Handout, " Basic Ball-handling Patterns"

BASIC BALL-HANDLING PATTERNS

1. THROWING PATTERNS

ONE-HAND OVERHAND THROW

Ready position

Execution

Follow-Through

TWO-HAND OVERHAND THROW

Ready Position

Execution

Follow-Through

1. THROWING PATTERNS (contd)

UNDERHAND PITCH

Ready position | Execution | Follow-Through

2. CATCHING PATTERNS

CATCHING ABOVE THE WAIST

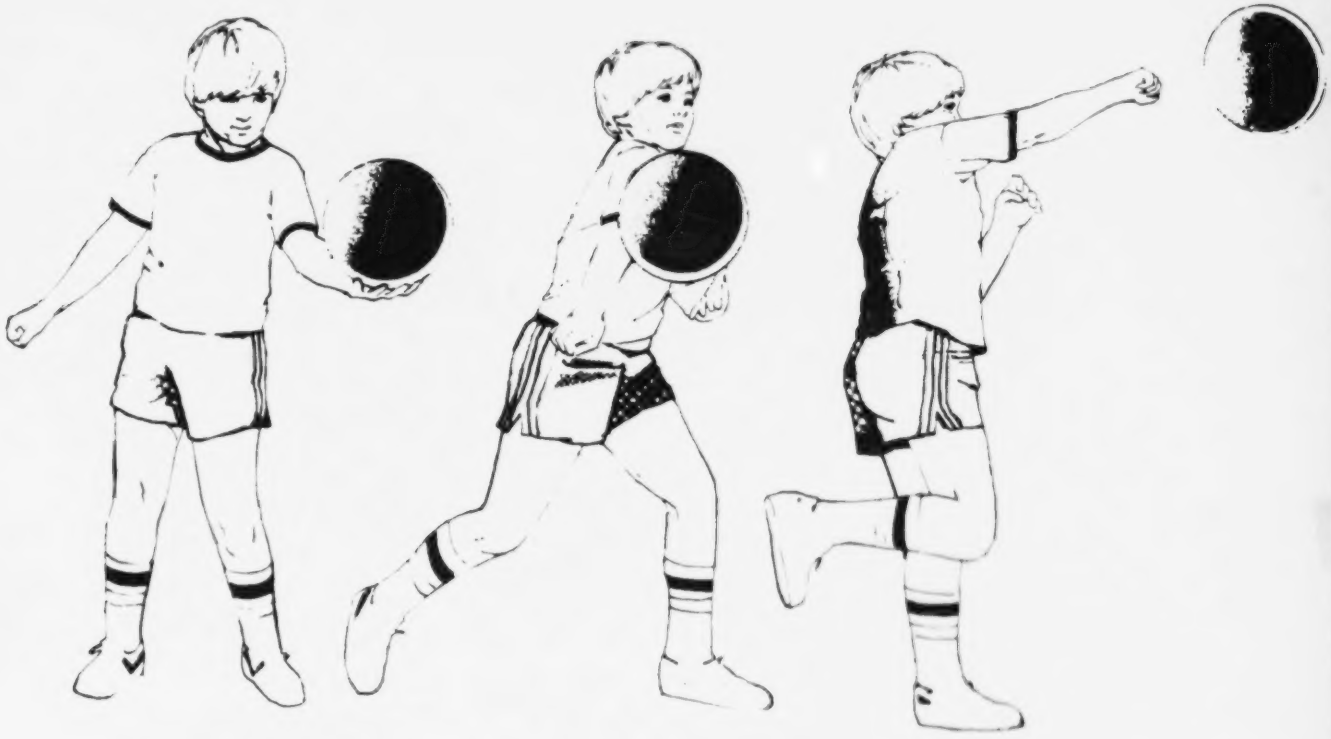
Ready position Execution Follow-Through

CATCHING BELOW THE WAIST

Ready position Execution Follow-Through

4. STRIKING

SOCKING



Ready position Execution Follow-Through

Physical Education
GRADE 4
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. Physical Fitness	
1. Execute a variety of fitness exercises	1A,B,2
2. Participate in aerobic exercises and activities	1A,2
3. Practice to increase muscular strength	1A
4. Demonstrate average level on Physical Fitness Test	1C,2
B. Motor Development	
1. Demonstrate an understanding for the quality of movement	2A,B
2. Perform creative and expressive movements	2A,B
3. Move freely upon command using a combination of actions	2A,B,4A
4. Use equipment while moving through guided discovery activities	2A
C. Rhythms and Dance	
1. Execute five basic dance steps	2B,3B,
2. Sense the musical phrasing while performing dance steps	2B,3A,B
3. Perform a variety of movements while changing moods, accents, tempo, and rhythmic beats	1A,B,2B, 3A,B
4. Participate in rhythmic activities using hand apparatus	1A,B,2B,3B
D. Games and Sports	
1. Participate in lead-up games and team sports (basketball, soccer, softball, volleyball, and track and field events)	1A,B,2A,B, 4A-D
2. Practice techniques to develop basic skills common to team sports	1A,B,2A,B 4A,D
3. Demonstrate a knowledge of the rules and strategies of team sports	4A,4C
4. Perform simple scorekeeping and officiating duties	4C
E. Tumbling and Gymnastics	
1. Execute ten tumbling skills	1,2,5
2. Participate in stunts and pyramid building	2B,4C,5
3. Demonstrate skills on the horizontal bar, balance beam, parallel bars, vaulting horse, and tumbling table	1A,B,2A,B,5
4. Demonstrate safety techniques while using gymnastic equipment	4C,5
5. Perform a simple tumbling or floor exercise routine	2B,5

THE LEARNER WILL:	ESSENTIAL ELEMENTS
F. Personal Development	
1. Demonstrate courtesy and fair play in class activities	4C
2. Cooperate in solution of common problems	4A-D
3. Accept decisions made by person in authority	4C
4. Recognize the consequences for misbehavior	4C
5. Recognize that being active is more important than winning	1,2,4

PHYSICAL EDUCATION, GRADE 4

A. PHYSICAL FITNESS

OBJECTIVE 1: EXECUTE VARIETY OF FITNESS EXERCISES

Resources

Pictures

TEACHING ACTIVITY:

1. Discuss with students the importance of fitness exercises.
2. Lead the discussion by emphasizing the importance of a healthy lifestyle.
3. Show magazine clippings to determine which activity in the picture can be labeled a beneficial fitness exercise.

Assessment:

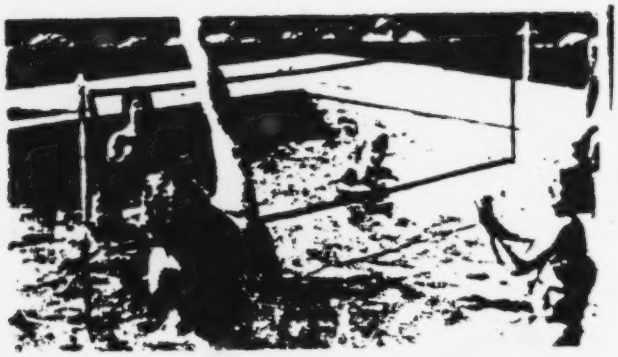
1. Have students list several activities that can be used as fitness exercises.
2. Discuss fitness exercises that parents perform.
3. Have them tell why they think these exercises are fitness exercises.

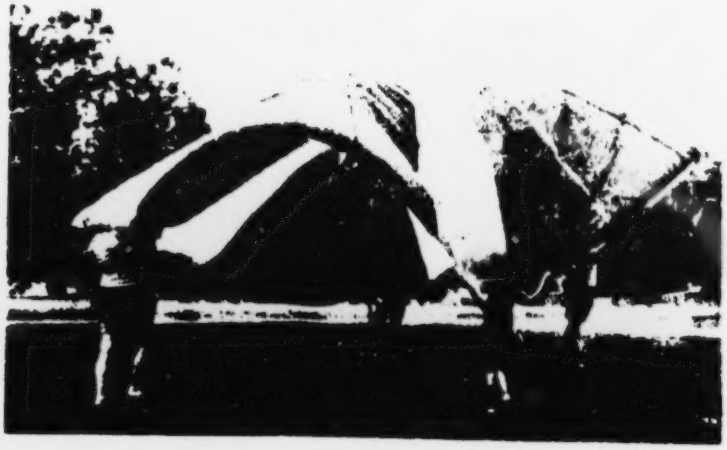
RETEACHING ACTIVITY:

1. Assign groups to share with classmates their exercise list.
2. Ask groups which exercises are alike and which are different.
3. Place the listed exercises in two categories. Example: Beneficial exercises and non-beneficial exercises.

Assessment: Have students make a separate list of sports to decide which sports involve good health fitness exercises and which have no fitness benefit. (Example: roller skating--basketball.)

EXERCISES





Teacher Resource
Teaching Activity (A:1)
PE4

PE4-5

A. PHYSICAL FITNESS

OBJECTIVE 2: PARTICIPATE IN AEROBIC EXERCISES AND ACTIVITIES

Resources

TEACHING ACTIVITY: Demonstrate three aerobic exercises and stress importance of each exercise.

- Trunk twister
- Squat thrust
- Treadmill

Teacher Resources
Aerobic Exercises

Assessment: Observe aerobic patterns as students execute the listed exercises. Stress proper form and execution. Look for correct execution in trunk twister, squat thrust, and treadmill.

RETEACHING ACTIVITY:

1. Observe chart showing pictures of the three aerobic exercises to determine muscle areas to be developed.

2. Discuss the importance of these exercises and tell how they can be helpful in a personal fitness program.

Assessment:

1. Have students work in groups to design an exercise fitness routine.

2. Use each aerobic exercise executing ten repetitions each during the fitness routine.

AEROBIC EXERCISES

The Squat Thrust

Starting Position: Attention.
Cadence: Moderate.

The Squat Thrust

Movement:

1. Bend markedly at the knees and sharply at the hips; place hands on the ground in front of the feet in a squat position with the knees inside the elbows.

2. Thrust feet and legs backward to a front leaning rest position with body straight from shoulders to feet, weight supported on hands and toes.

3. Return to the squat position.

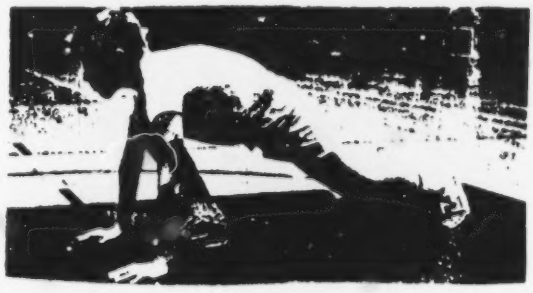
4. Resume standing position.

Beginning Dosage: Eight thrusts.
The Squat Thrust is an excellent exercise to develop agility. It reaches and strengthens primarily the muscles of the trunk, thighs, and hips.
Stress Points: On the thrust to the rear, the body must be straight and the head up. On the completion of one full cycle of four counts, come back to a full standing position.

The Treadmill

Starting Position: Push-up position except that one leg is brought forward so that the knee is under the chest.
Cadence: Moderate.
Movement:

1. Reverse position of the feet, bringing the other leg forward.
2. Change back with original foot forward.



The treadmill
The exercise is continued rhythmically with feet alternating.

Teacher Resource
Reteaching Activity (A:2)
PE4

Beginning Dosage: Ten steps with the right foot.
Stress Points: Head should be kept up. A full exchange of the legs should be made with the forward knee coming well under the chest each time.

Variation: A more demanding exercise is structured by changing to the position where the hands are clasped behind the neck and the elbows are kept wide. Otherwise, the exercise is the same.

Trunk Twister

Starting Position: Standing with feet about 2' apart sideward, hands clasped behind head, elbows held backward, chin in.
Cadence: Slow.

Trunk Twister

Movement:

1. Bend downward, knees straight. Recover slightly.
2. Bend downward, but simultaneously rotate trunk sharply to left.
3. Same to the right.
4. Return to the original position, pulling head back and chin in strongly.

Beginning Dosage: Eight sets.

The *Trunk Twister* reaches and strengthens all muscles of the trunk. It has excellent postural benefits. It results in increased flexibility of the lower back region.

A. PHYSICAL FITNESS

OBJECTIVE 3: PRACTICE TO INCREASE MUSCULAR STRENGTH

Resources

TEACHING ACTIVITY:

1. Introduce the lesson by giving a definition of muscular strength. The ability of a muscle to exert force can be defined as muscular strength.

2. Discuss with students the exercises for increasing muscular strength of the abdomen and upper arms.

   - isometric exercises
   - curl ups (partial)
   - leg extensions

Assessment:

1. Observe students as they execute the listed exercises. Look for proper form and execution.

2. Have pupils correct and monitor learning buddies when changing positions on each exercise.

3. Have students tell what body parts are used to increase muscular strength.

RETEACHING ACTIVITY:

1. Demonstrate each muscular strength exercise for the class.

2. Tell how the exercises can be helpful in a personal fitness program to improve upper arm and abdominal strength.

Assessment:

1. Ask students to demonstrate each of the three muscular strength exercises.

2. Have students tell how these exercises can increase muscular strength.

EXTENSION: Have students work individually as a homework assignment to make drawings of other exercises that can increase muscular strength.

Assessment: In groups, let students share drawings with classmates. Take up the drawings at end of class and grade them.

A. PHYSICAL FITNESS

OBJECTIVE 4: DEMONSTRATE AVERAGE LEVEL OF ENDURANCE ON PHYSICAL FITNESS TESTS

Resources

TEACHING ACTIVITY:

1. Discuss exercises for cardiovascular endurance. Have available written instructions for each skill. — Teacher Resource

   - Walk, trot, sprint
   - Rope jumping
   - Agility run

   Handout: Display Charts

2. Have students perform exercises to promote cardiovascular endurance.

3. Discuss with students the importance of continuous fitness emphasizing an average level throughout lifetime fitness.

Assessment:

1. Observe pupils as they execute the listed exercises, look for proper form and execution.

2. Correct and monitor the walk, trot, and sprint, changing on given signal. Repeat cycle as many times as needed, taking pulse at intervals. Time rope jumping for 30 seconds counting number of successful jumps.

3. Have students tell what body parts are used to increase muscular strength.

4. After agility run between lines, take pulse rate again.

RETEACHING ACTIVITY: Demonstrate each cardiovascular endurance exercise taking pulse after each exercise for 10 seconds. Monitor and discuss each student's pulse rate and endurance progress.

Assessment: Have students participate in cardiovascular endurance exercise session by executing each exercise at 30- to 40-second intervals. Include pulse rate time to record student results.

ISOMETRIC CONDITIONING EXERCISES

An isometric exercise is a held contraction against an immovable base which allows a high degree of muscular tension without muscle shortening, hence no movement. The base which prevents movement may be one's own antagonistic muscles, or resistance by a partner. Physical education objects such as wands and ropes can be used. Door frames, classroom seats and desks, and climbing equipment can also serve as objects of resistance.

Isometric exercises are useful for building strength, *but only strength.* Their value lies in producing strength in a minimum amount of time. Since they result in strength increase only, they should be regarded as an addition to the overall fitness program and not a substitute for other phases of the program. Isometrics can strengthen specific muscle groups and as such have value in posture work and in helping the physically underachieving child.

The exercises are simple and children can do them as "homework." It is considered worthwhile that the children know something about this means of fitness development. There is little, if any, danger of injury.

Maximum tension should be applied to the contraction for a predetermined number of seconds (6-10).

Leg Extension

Starting Position: Sitting on floor with legs extended and hands on hips.
Cadence: Moderate.
Movement:

1. With a quick, vigorous action, raise the knees and bring both heels as close to the seat as possible. The movement is a drag with the toes touching lightly.
2. Return to position.

Beginning Dosages: Eight repetitions.

Variation: Alternate bringing the knees to the right and left of the head.

Partial Curl-up

Position: On back with feet flat and knees bent, with hands flat down on top of thighs.
Movement: Leading with the chin, slide the hands forward until the fingers touch the kneecaps lifting the head, shoulders, and upper body from the floor. Hold for six counts and then return to position.
Beginning Dosage: Eight to ten repetitions. The verbal count can be given as, "Up (lift), 2-3-4-5-6-7, down." Another method of giving the exercise is to give only the "up" command. The students count to themselves and return to position individually."

DISPLAY CHARTS

(American Heart Association)

Walk, Trot, Sprint. Four cones can outline a square or rectangular area 30 to 40 yards on a side outdoors, or the circumference of the gymnasium can be used. Children are scattered around the perimeter, all facing counterclockwise. The signals are given with a whistle. On the first whistle, the children begin to walk around in good posture. The next whistle signals a change to a trotting run. On the next whistle, the children run as rapidly as they can. Another whistle signals for them to walk again. The cycle is repeated as many times as the capacity of the children indicates.

Timed Activities. Children are stimulated to good effort if they know that they are being timed and are competing against other children. Timing can be done for 30, 45, 60 seconds or some other interval. The following should be considered.

a. *Rope Jumping for Time.* The object is to turn the rope as fast as possible during the time limit. The number of successful jumps is counted.
b. *Agility Run Between Lines.* Two lines are selected, any convenient distance between 10' to 20', just so all children are faced with the same distance. The child touches the lines alternately with the hands. He should touch one line with the left hand and the other with the right.

PHYSICAL EDUCATION, GRADE 4

B. MOTOR DEVELOPMENT

OBJECTIVE 1: DEMONSTRATE AN UNDERSTANDING OF THE QUALITIES OF MOVEMENT

Resources

TEACHING ACTIVITY:

1. Write the words listed below on sentence strips.

   - Balance
   - Body control
   - Body awareness

   Student Handout

2. Pronounce each word and discuss the meaning.

3. Discuss their importance to the qualities of movement.

Assessment:

1. Use student handout "Movement Exploration" to review the directions for movements.

2. Students should perform the first five movements at their own pace, beginning on a given signal.

3. Prompts include such statements as:
   Can you stand on one foot while I count to five?
   Who can balance on one hand and one foot?

RETEACHING ACTIVITY: Have students respond to clapping," directions to " freeze," etc. while moving through general space, modeling balance, and body control, and body awareness in a specific routine.

Assessment:

1. Have students write a paragraph describing what they understand about qualities of movement.

2. Let students read their paragraphs orally to the class.

EXTENSION:

Using the attached newspaper activity, have students:

- Hop on one foot around paper.
- Jump over their newspaper (low, high, back, and forth).
- Skip around their newspaper.

Assessment:

1. Monitor each student to observe the variety of movements displayed.

2. Give praise to each student for his/her achievement.

MOVEMENT EXPLORATION

Equipment: None

Skills: Balance
Body Awareness
Body Control

Can you - - - (or) Show me - - - (or) Who can - - -

- Stand on one foot while I count to five? The other foot?
- Stand on your toes with hand on hips?
- Stand on your toes with feet close together? Feet spread apart?
- Stand on your heels?
- Make circles with your arms while you're standing on your toes?
- Stand on one foot and hold the other foot in your hand? Change feet?
- Balance on one foot and one hand? The other foot and hand?
- Balance on your feet and hands with your stomach facing the sky?
- Balance on knees?
- Balance on your buttocks?
- Balance on any two parts of your body? Any three parts?

Student Handout
Assessment (B:1)
PE4

FITNESS GAME
THE NEWSPAPER ACTIVITY

Have each child bring a newspaper. Give each one a double sheet. Lay it on the floor folded in half.

Give the student movement directions or instructions.

Can you walk around your paper?
jog, skip, run, gallop, etc.
How many times 2, 3, 4, 5x, etc.

Can you jump on one foot around your paper?
Can you jump on two feet around your paper?
Can you jump over your paper? high? low? back & forth?
Can you do a push-up with the paper under your tummy?
How many?
Can you lie on your paper and do a sit-up? How many?

Students can balance the newspaper on different body parts. Have each student wad their paper into a ball. Practice throwing, catching, striking with hands or feet.

As children leave, have them drop the newspaper ball in the trash can.

B. MOTOR DEVELOPMENT

OBJECTIVE 2: PERFORM CREATIVE AND EXPRESSIVE MOVEMENTS

Resources

TEACHING ACTIVITY:

1. Introduce the lesson by giving definitions of locomotor and non-locomotor movements.
2. Direct discussion emphasizing the major differences between the two movements.
3. Demonstrate how the two movements may be combined to demonstrate creative and expressive moods.

Handout: Skill Performance Inventory

Assessment:

1. Have students list some examples of locomotor and non-locomotor movements they have observed at home or in class.
2. Have them tell why the movement was non-locomotor or locomotor.
3. Have students perform a creative or expressive movement for the class.

RETEACHING ACTIVITY:

1. Group students and have them perform two locomotor and two non-locomotor movements.
2. The class will identify and respond to each movement presented and label the movement locomotor or non-locomotor.

Assessment:

1. Have students create a routine as a group by combining locomotive and non-locomotive movements.
2. Let students present routines to the class.

EXTENSION: Using the attached skill performance inventory, have students check each completed skill involving locomotor and non-locomotor movements. Have students also check the force and direction of movements.

Assessment: Monitor student's progress to observe the variety of expression implemented into movements.

SKILL PERFORMANCE INVENTORY

1. Peforms Locomotor Movements

_____ Walk

_____ Run

_____ Hop

_____ Jump

_____ Slide

_____ Gallop

_____ Leap

_____ Skip

_____ Crawl

2. Performs Elements of Movement

Time

_____ Fast

_____ Slow

_____ Medium

Force

_____ Forward

_____ Backward

_____ Sideward

_____ Diagonally

3. Performs Non-locomotor Movements

_____ Bend

_____ Twist

_____ Stretch

_____ Shake

_____ Turn

_____ Swing

B. MOTOR DEVELOPMENT

OBJECTIVE 3: MOVE FREELY UPON COMMAND USING A COMBINATION OF ACTIONS

Resources

TEACHING ACTIVITY:

1. Write on sentence strips the different shapes that can be made with body parts. — Sentence strips
2. Discuss each shape with students. — Marker
3. Let squad leaders demonstrate each shape that is discussed. — Cue Cards

Assessment:

1. Observe combinations of actions as squads. Model each shape shown and change to a different shape on signal by the teacher. — Teacher Resources Combinations
2. Using cue cards, have students perform activities showing new combinations of actions using stations.

RETEACHING ACTIVITY:

1. Have students execute combinations from cue cards for class, using each skill.
2. Each squad will model as many shapes and combinations of actions as commanded by the teacher:
   - On one leg, one foot, both legs
   - An upside down movement, crab motion
   - Jumping, hopping, sliding, crawling

Assessment:

1. Let leaders monitor as many different movements as possible.
2. Each squad will discuss the movements used and show movements to group.
3. The leaders will give signal, having students hold each movement for five seconds.

COMBINATIONS

STATION 1 - HOPPING PATTERNS WITH HOOPS AND ROPES

PERFORMANCE OBJECTIVES

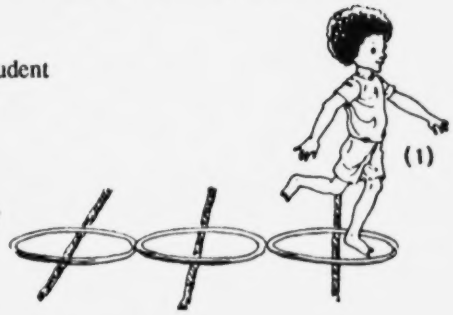
By hopping on either foot within spaces provided by hoops and ropes, student demonstrates balance, locomotor coordination, laterality, and space awareness.

EQUIPMENT

Long rope, 4 jump ropes, and 6 hoops.

CHALLENGES

1. *PATTERN 1* - Student is challenged to hop within spaces created by 3 hoops divided by 3 ropes as illustrated. (Seven hops completes pattern.)
2. *PATTERN 2* - Student is challenged to hop in forward-sideward pattern within spaces provided by one rope dividing 3 hoops placed in a row as illustrated. Student hops through pattern on preferred foot then through again on the opposite foot.



STRESS: Balance maintained on one foot with soft, light movements. Shoulders back. (Ropes are placed under the hoops as illustrated for Patterns 1 and 2.)

Lesson 1: STATION 2 - JUMPING AND HOPPING PATTERN WITH ROPES AND TIRES

PERFORMANCE OBJECTIVES

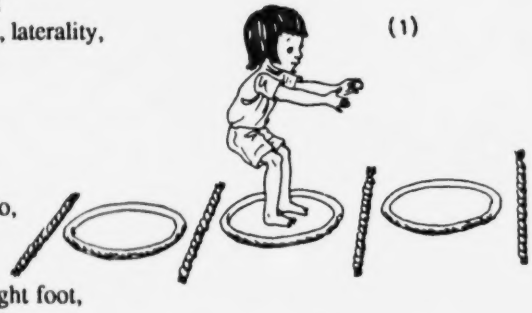
By jumping with both feet and changing from right foot to left foot while hopping, student demonstrates locomotor control, balance, laterality, directionality, and eye-foot coordination.

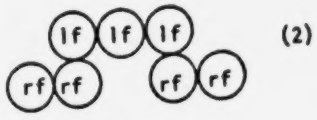
EQUIPMENT

Ten hoops or bike tires and 4 jump ropes.

CHALLENGES

1. *PATTERN 1* - Student jumps over rope (brook) and into tire and continues jumping through the pattern. (Over, into, over, into, etc.) Teacher may wish to vary the distance between obstacles.
2. *PATTERN 2* - Student hops through pattern starting on right foot, then changes to left foot and then finishes pattern on right in accordance with position of tires (or hoops).





STRESS: *PATTERN 1* - Use of arms in helping to lift and thrust body forward.
PATTERN 2 - Starting on correct foot (right foot) and correctly alternating feet from right side, to left side, to right side.

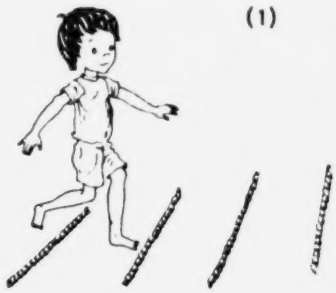
Lesson 1: STATION 3 - HOPPING PATTERNS WITH ROPES AND HOOPS

PERFORMANCE OBJECTIVES

By hopping over ropes and hoops without losing balance, student demonstrates gross-motor coordination, balance, eye-foot coordination, and space awareness.

EQUIPMENT

Four jump ropes and 4 hoops.



CHALLENGES

1. *PATTERN 1* - Ropes are placed in parallel pattern. Student attempts to hop over ropes and into spaces between ropes first on right foot, then on left foot, then on left foot without losing balance.
2. *PATTERN 2* - Hoops are placed side by side in a straight line. Student attempts to hop into each hoop first on right foot then on left foot without losing balance.

Teacher Resource Assessment (B:3) PE4

C. RHYTHMS AND DANCE

OBJECTIVE 1: EXECUTE FIVE BASIC DANCE STEPS

Resources

Moving and Learning pp. 324-235

TEACHING ACTIVITY:

1. Introduce and demonstrate five basic dance steps:

   - Balance
   - Bleking
   - Grapevine
   - Polka
   - Schottische

   Direct peer tutors through set demonstrations of dance patterns.

2. After teaching the set demonstrations, assign groups of 4-6 students to practice with the music playing continually in the background.

Assessment:

1. Observe students' performance as they execute each dance step.
2. Have peer tutors check for proper execution of the basic dance steps.
3. Monitor group activity to ensure maximum participation.

RETEACHING ACTIVITY:

1. Assist and monitor students while they practice each basic dance step.
2. Give students feedback on their performance and stress the technique needed for proper execution of each basic dance step.

Assessment:

1. Rotate to each group, observing and checking for proper execution of each dance step.
2. Regroup students according to their progress for additional practice.

EXTENSION: Allow students to continue to practice in groups. Peer coaches will evaluate groups and assist when needed.

C. RHYTHMS AND DANCE

OBJECTIVE 2: SENSE THE MUSICAL PHRASING WHILE PERFORMING DANCE MOVEMENTS (MOODS, ACCENTS, TEMPOS, AND RHYTHMIC BEATS)

Resources

TEACHING ACTIVITY:

1. Create a dance that involves more than one example of speed and make sure it demonstrates a variety of accents, tempos, and rhythmic beats.

2. After teaching the set demonstrations, assign groups of 4-6 students to practice with the music playing continually in the background.

Assessment: Observe students and check to make sure they are able to execute dance movements properly while keeping time with the beat of the music.

RETEACHING ACTIVITY: Have students select partners and walk through movements while blending dance movements and steps with the music.

Assessment:

1. Observe and monitor students while they are performing the dance.

2. Check students' performance by letting them explore and create dance movements of their own, using a variety of mood, accents, tempos, and rhythmic beats.

C. RHYTHMS AND DANCE

OBJECTIVE 3: PARTICIPATE IN RHYTHMIC ACTIVITIES USING HAND APPARATUS: JUMP ROPE

Resources

TEACHING ACTIVITY:

1. Demonstrate rope-jumping skills listed on page 374, *Moving and Learning*.

Moving and Learning, p. 374

2. Have students space themselves and follow teacher demonstration. Remind students about the amount of space required individually to work safely with their ropes.

Assessment: Test students in small groups by observing their execution of single and double jumping skills. When they have mastered basic jumps, advance them to turns, dance steps, and special steps page 374, *Moving and Learning*.

RETEACHING ACTIVITY:

1. Briefly review rope-jumping skills listed on page 374, *Moving and Learning*.

2. Demonstrate same skills using partners or group jumping combinations, and add music to these combinations.

3. Let students explore and create their own jumping combinations using different musical tempos. Observe and check students' performance, making sure they can perform each jumping skill properly and keep time to the beat of the music.

D. GAMES AND SPORTS

OBJECTIVE 1: PARTICIPATE IN TRACK AND FIELD ACTIVITIES

Lesson 1

TEACHING ACTIVITY:

1. Introduce lesson by explaining the field events included in track and field. Stress that warm-ups and easy jogging must be done to avoid soreness of muscles.
2. Discuss steps for execution of the standing jump. Refer to *Moving and Learning*, p. 290.

Assessment:

1. Have students execute a standing jump with two learning buddies.
2. Observe each phase of jump to see that all steps are in place.
3. Have students repeat jumps correcting any errors made previously.

RETEACHING ACTIVITY:

1. Demonstrate for groups of three the standing jump while measuring for distance.
2. Have students make necesary corrections after each completed jump.
3. Review with students criteria and standards for the standing long jump. (Transparency)

Assessment:

1. Ask students to write the steps taken in the standing jump and discuss steps with partners while executing the standing jump. Use the criteria listed on the attachment.
2. Assess student performance.

Resources

Moving and Learning, p. 290

Teacher Resource/ Transparency
Standing Jump

EVALUATIVE CRITERIA AND TEACHING POINTS FOR STANDING JUMP

- Toes behind the line. Body bent at hips, knees, and ankles. Arms are bent at side.
- Arms swinging forward and upward, feet pushing off, body reaching forward and upward. The head is up.
- Land with arms reaching forward, heel touch first, legs flexed, body weight forward.

Standards for the Standing Jump

Percentile	Age	Girls	Boys	Combined boys and girls
100	9-10	7'11"	6'5"	7'11"
	11	7'0"	8'5"	8'5"
	12	7'0"	7'5"	7'5"
75	9-10	5'2"	5'4"	5'3"
	11	5'4"	5'7"	5'6"
	12	5'6"	5'11"	5'9"
50	9-10	4'8"	4'11"	4'10"
	11	4'11"	5'2"	5'1"
	12	5'0"	5'5"	5'3"

Common errors:

1. Failure to lead with the same leg in going over the hurdles.
2. Breaking stride when approaching the hurdle.
3. Breaking stride when landing from a hurdle.
4. Failure to abduct the trailing leg so that it hits the hurdle.

Suggestions: In developing the hurdling technique, first practice the start, then run and stop after the first hurdle has been cleared. To get the feeling of the stride before and between hurdles, the runner should move along the side of the course a few times.

D. GAMES AND SPORTS

OBJECTIVE 1: PARTICIPATE IN TRACK AND FIELD ACTIVITIES

Lesson 2

TEACHING ACTIVITY:

1. Introduce lesson by explaining the running events included in track and field. (See Track and Field Skills and Techniques.) Stress that warm-ups and easy jogging must be done to avoid soreness.

2. Discuss steps to the execution position for running the 50-yard dash.

Assessment: Have students execute positions and then run for a short distance. After each repetition, make the run longer. Repeat positions emphasizing on your mark, get set, go.

RETEACHING ACTIVITY:

1. Demonstrate in groups of three a ready position for a dash or a sprint.

2. Have students make necesary corrections at each interval.

3. Review the attached handout on track skills with the class.

Assessment:

1. Ask students to write the steps taken in the execution positions and discuss each position.

2. Monitor each student for errors to make the necessary corrections.

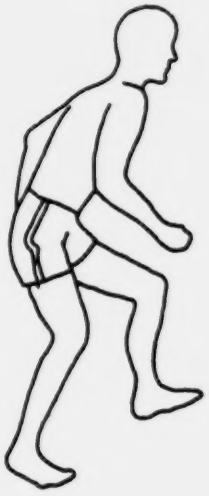
Resources

Student Handout
Track and Field
Track Skills and
Techniques
Track Skills

Teacher
Resource:
Positions for
50-yard dash

ACCEPTABLE STARTING POSITION FOR LONGER RACES

STANDING START (the more acceptable starting position for longer races)



On Your Mark

The runner stands with the left foot close to the starting line and the right foot slightly to the rear. The feet should be the shoulders' width apart. The head is up, trunk bent forward, knees slightly flexed, and the weight on the left foot. The right arm is forward with elbow flexed and left arm downward and slightly backward.

Get Set

The body leans forward slightly and the head is looking straight down the track toward the finish line.

Go

The first step is taken as rapidly as possible. Overexaggerate the pumping arm action with as much force as possible. Keep the first few strides from being too long. Gradually increase the length of stride as speed increases.

Dash or Sprint Running (50 or 75 yard)

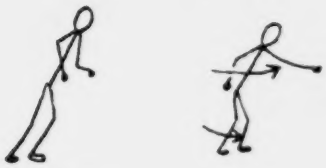
Runner keeps body and head leaning forward slightly throughout the sprint. The arms are in a half-bent position moving straight forward on each stride, knees rather high, avoiding bringing the feet up too high behind. The weight is placed on the ball of each foot; heels should not touch ground. Any side-to-side motion with the head, shoulders, arms, or knees should be avoided as well as looking back at other runners. They eyes are kept on the finish line or a point beyond. The finish line should be crossed at top speed. This pace should be continued for a few yards beyond the finish line, then slowed gradually.

TEACHING SUGGESTIONS

- Explain and demonstrate the proper from for the dash or have a child do so.
- Use pictures showing the correct form.
- Give reasons for every point made.
- Use mimetic methods.
- See that all faults are corrected as instructions are given.
- Attempt to see that the first trial gives satisfaction and some degree of success.
- Do not allow more than six or seven starts at one practice session.
- Explain to pupils the procedure that will be used at the regular track meet.

TRACK SKILLS

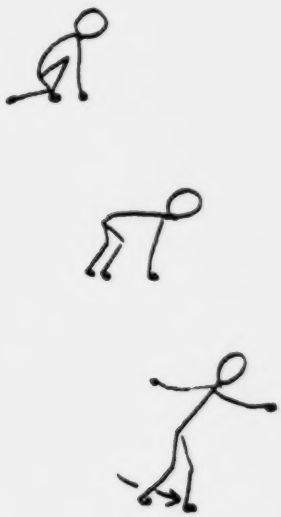
Standing Start



"Ready" "Go"

- Feet in forward stride position.
- Body weight slightly forward and on the toes.
- One arm is brought back to give a forward thrust on "Go."

Sprint Start



"On Your Mark"

- Toes of front foot are placed 4-12 inches behind starting line.
- Thumb and fingers are placed just behind line.
- The knee of the rear leg is opposite the front foot on the ground.

"Get Set"

- The hips are raised slightly higher than shoulders.
- The knee of the rear leg is raised off the ground.

"Go"

- Both feet push with the rear leg coming forward for the first short step.

Running for Speed

- Correct form for starting and running is stressed at all times.
- Teach runner to continue past the finish line at full speed.
- Vigorous arm action is used to aid forward force.
- Knees are lifted sharply upward and forward; front of foot is brought down with a pushing action.
- Body leans forward throughout short run for speed.

Note: See Appendix for Skill Description.

POSITIONS FOR 50-YARD DASH

In 50-yard dashes, a fast start is absolutely essential. The distance and position of feet from the starting line varies with different runners. The generally accepted positions for the 50-yard dash are as follows:

On Your Mark

The runner kneels down and places the toe of his front foot 8 to 10 inches behind the starting line. (The front foot is normally determined as being opposite the "kicking foot.") The toe of the back foot is placed at a position opposite the heel of the forward foot. Shoulders, elevated knee, and hands are behind the starting line. Hands are placed straight down, parallel to the starting line, and the shoulders' width apart with the weight on the fingertips. A bridge is made with the thumb by squeezing the fingers together. Arms are outside of knees and elbows are straight.

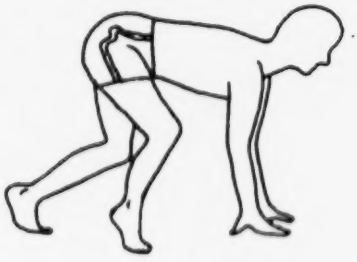
Get Set

The lower knee and hips are raised until the back is straight and parallel to the ground. The weight should be evenly distributed between hands and front foot with no weight on the back foot. Legs and feet are parallel. The head is not raised as the runner should be looking at a spot on the ground a few feet in front of the starting line.

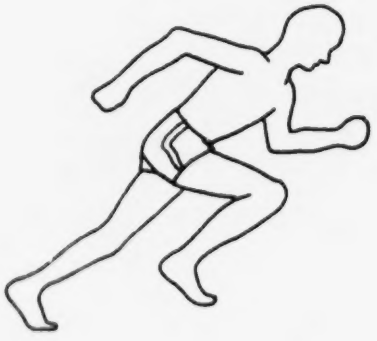
Go

The first step is taken forward as rapidly as possible looking straight down the track and not at the starter or other runners. The head and eyes gradually raise to focus on or beyond the finish line. The arm action is overexaggerated with as much force as possible. The body gradually raises to a sprinter's position at approximately 15 yards. A short, choppy, powerful stride is used, toes pointed straight down the track. The first few strides should not be too long.

On Your Mark



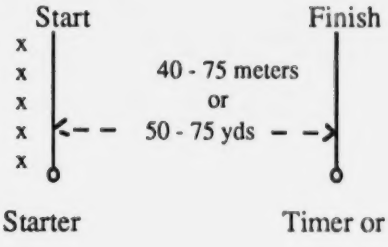
Get Set



Go

TRACK EVENTS

Dash or Sprint



- A short group race in which the first one across the line is the winner

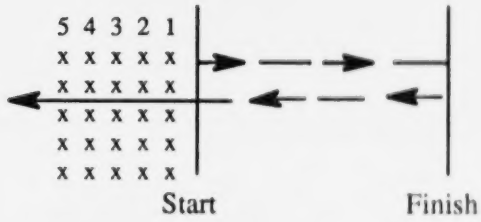
or

- A timed run in which the runner races against his/her own record or a school or class record.

Equipment:
- Stop watch (if race is timed)
- Rope or twine for start and finish marks

Violations:
- Touching the start line
- Start before signal "Go"
- Blocking or touching another runner

Simple Relay



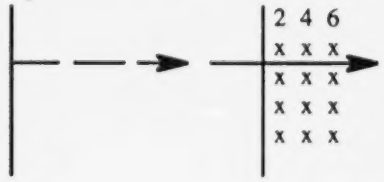
Action:

- Runner No. 1 of each team runs to the finish line and returns, tags No. 2 and goes to the end of his line, using the area to the right of his line. No. 2 repeats the action as soon as he is tagged. Action continues until all have run. The team which first returns to the original line-up is the winner.

Equipment:
None

Violations:
- Crossing the start line before being tagged.
- Failure to touch the finish line.
- Failure to go to the right when going to the end of the line.

Shuttle Relay



Action:

- No. 1 runs over, tags no. 2 and goes behind 2's line.
- No. 2 runs over, tags no. 3 and goes to the end of 3's line.
- Each player crosses over when tagged.
- The first team in original positions is the winner.

Equipment:
None

Violations:
As in the simple relay

TRACK AND FIELD SKILLS AND TECHNIQUES

Sprinting

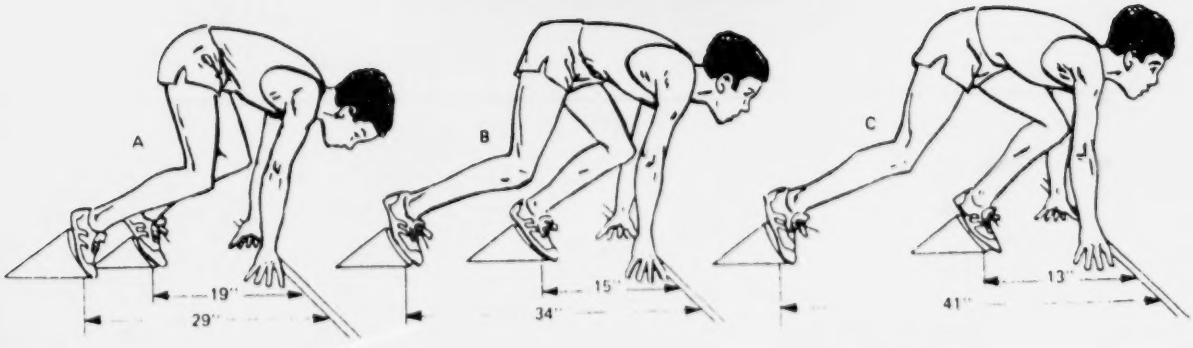
A sprinter's speed can be greatly improved through technique work and training.

Technique Work. Technique work involves improving a sprinter's start, ability to lift or change gears, and ability to relax, thereby, sustaining speed.

Starting. The starting commands are "Runners to your marks," "Set," and then the firing of the gun. In the "on the mark" position, the sprinter may use one of three types of start: the bunch, medium, or elongated. These terms refer to the spacing between the blocks as well as the distance of the blocks from the starting line; the choice is determined by the sprinter's body structure, height, and length of limbs.

In the "on the mark" position, the hands are parallel to the starting line, the arms are shoulder width apart, the dominant leg is forward in the blocks with the opposite knee resting on the track, and the head is relaxed. After assuming this position, the sprinter will then slide or roll forward until the shoulders are over or in front of the starting line with the pressure being on the knee and finger tips.

On "set" the sprinter raises the hips until slightly higher than the shoulders. The knees are parallel or at a slight angle to the track in this position. The sprinter feels good power in both legs in this position if the blocks are spaced properly. The head is relaxed with no tension on the neck.



D. GAMES AND SPORTS

OBJECTIVE 2: PRACTICE TECHNIQUES AND BASIC SKILLS COMMON TO BASKETBALL

Resources

TEACHING ACTIVITY:

1. Introduce lesson with a discussion of the two types of dribbling common to sports.
2. Ask students to execute a soccer dribble and a basketball dribble.
3. Explain that the hands are used to dribble in basketball as opposed to the feet in soccer.

Teacher Resource: Ball-Handling Skills

Student Handout: Basketball Skills

Assessment:

1. Ask each student with a learning buddy to dribble in a small circle.
2. Have buddy observe to see if ball is pushed with fingertips, body erect, eyes looking forward, ball projected forward.
3. Monitor and correct students' ball-handling skills.

RETEACHING ACTIVITY: Using the attached basketball skills handout, allow students to observe correct dribbling procedure to see that all steps are incorporated.

Assessment:

1. Have students and a learning buddy dribble to a designated area.
2. Have each buddy record progress to see that his/her buddy is changing hands, changing direction, and changing height of bounce.

BALL-HANDLING SKILLS

Catching and Holding the Ball

Possession of the ball is so important that receiving and holding the ball are as essential as passing. A player should attempt to catch every pass regardless of how it is thrown. To help eliminate deflections, a player should cut toward each pass to meet it. The hands should be held out in front of the body to provide a target and to maintain balance when moving in any direction to meet the ball. It is also possible to hold one hand up in the air (the hand furthest from your defender) to provide a high target for a pass. The ball should be caught with the pads of the fingers and brought toward the body to protect it before dribbling, passing, or shooting. If a player must stand for a few moments in possession of the ball, it is best to step back slightly with your free foot, away from your defender, pulling the ball back with you. This places your body between the ball and the defender for added protection.

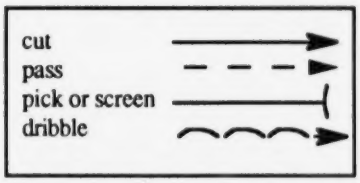
Learning Cues

1. Provide the passer with a target by holding a hand up or both hands forward.
2. Move to meet passes thrown to you.
3. Hands should be comfortably spread and relaxed when catching.
4. Keep elbows flexed, not stiff.
5. Watch the ball all of the way into your hands.
6. Hold the ball close to the body for protection.

Practice Suggestions for Passing and Catching

1. Stand approximately 8 feet from a wall. Execute different passes against the wall, concentrating on form and accuracy.
2. With a partner, stand in positions as either two guards, or as a guard and a forward. Pass back and forth, faking before each pass and practicing deception. Add two defenders. Add a cut to the basket after each pass to receive a return pass. (The cut could also be toward the passer in order to receive an underhand pass.)
3. To practice the basketball pass, stand 30 feet from a partner. Pass back and forth. To practice this pass on the move, both players position themselves near the backboard. One player rebounds the ball off the board, dribbles toward the sideline, and releases a baseball pass to the other player cutting downcourt. Add defenders.
4. Three-player weave: Three players start on the endline approximately 15 feet apart. The player in the middle has a ball. He passes to a wing and subsequently cuts behind him. This receiver, in turn, passes to the third player and cuts behind him. The three players continue passing and moving downcourt. Vary the passes. Add one, two, or three defenders.

KEY TO MANUEVERS



BASKETBALL SKILLS

Movement concepts are an important aspect of skill development. Body awareness and qualities of movement must not be overloooked in the learning process. In learning the skills of basketball, children should be encouraged to develop an awareness and understanding of how body parts are used most effectively in executing various skills. Body awareness should be encouraged by emphasizing the evaluative criteria and teaching points in the presentation, practice, and review of each skill. When time permits, problem solving in the use of body parts should be encouraged. Body control should be stressed, including the use of an appropriate amount of force for the task at hand. Children should be helped to apply principles of balance, laws of motion, and projection in the learning process.

Dribbling

Dribbling is used to move the ball on the court while legally maintaining possession of the ball. The ball is pushed to the floor slightly ahead of the moving player with the fingers of one hand so that it rebounds to about hip height where it may be pushed again on each successive rebound.

Common errors:

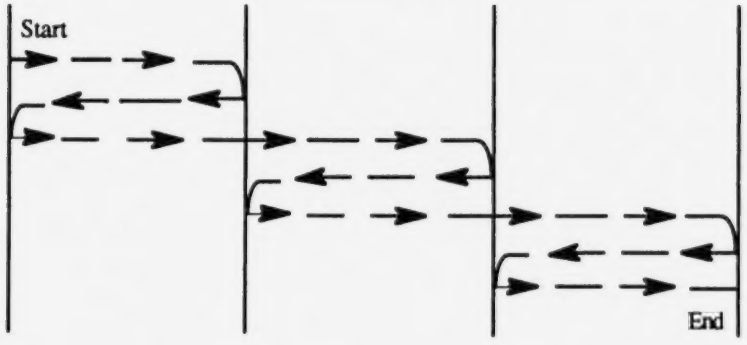
- Failing to look where they are going.
- Bouncing the ball too high.
- Stopping the dribble and then beginning again.
- Boncing the ball too high.
- Slapping the ball with the palms rather than pushing with the fingers.

Activities to practice dribbling

Good ball control while moving requires a great deal of practice. Maximum activity should be provided by having as many children dribbling at a time as possible. It may be necessary to use many different kinds of balls when supplies are limited.

1. Each child has a ball. On the signal, each begins dribbling within the defined space. Activities include changing hands, moving from slow to fast speeds, changing direction, and varying the height of the bounce. Stationary obstacles such as cones and hoops may be added to the space around which the children must move. Emphasis should be on maintaining control of the ball and looking up to see where they are going. (The teacher should ask questions regarding speed, change of direction, and bounce height to ensure greater understanding.)

2. Parallel lines are drawn about every 10 to 15 feet. Students begin at line 1 and dribble up to line 2. They do a reverse turn and continue to dribble back to line 1. Then they go to line 3, back to 2, up to line 4, back to 3, etc.



D. GAMES AND SPORTS

OBJECTIVE 3: DEMONSTRATE A KNOWLEDGE OF VOLLEYBALL RULES AND STRATEGIES

TEACHING ACTIVITY:

1. Discuss rules for modified game of volleyball using the attached handout. Discuss game rules and have available written rules on sentence strips.

2. Have students read rules to learning buddies. Discuss consequences of not knowing each rule.

Assessment:

1. Observe students as they follow the rules in a modified game situation.

2. Monitor and correct any errors made. Example: Stepping over line during serve or passing ball more than three times before throwing it over the net.

RETEACHING ACTIVITY:

1. Demonstrate correct serve using a modified volley.

2. Have students serve three balls over net, making certain ball lands within court area.

Assessment:

1. Have pupils make a list of the rules discussed.

2. Pair students to read rules to learning buddy and have buddy explain what each rule means.

EXTENSION:

1. Have students read and discuss volleyball game rules and strategies. (Refer to *Moving and Learning*, p. 523.)

2. Ask students to write the rules and strategies from memory for testing purposes.

Assessment: Have students answer test questions for evaluation of understanding of volleyball game rules and strategies.

Resources

Sentence Strips

Markers

Handouts: Modified Volleyball and Volleyball

Moving and Learning, p. 523

MODIFIED VOLLEYBALL

Skills: Elementary school children generally lack experience in striking with the hands, especially in an overhand fashion, but this is the most frequently used pattern in volleyball. Volleyball skills are difficult to master. Therefore, a series of net games in which striking skills are gradually introduced is appropriate if children are to be successful. The progression should allow the modification of rules for individual players, since there is a great variation in the children's abilities to execute the skills. Children are usually challenged to attempt the most difficult skill they can master, but they should not be penalized because their skills are under development. It may be necessary to allow some children to catch the ball before setting or forearm passing to themselves to ensure success for all. When serving, having several service lines available, some closer to the net, may aid children in not only getting the ball over the net but also in serve placement. Modifications such as these are acceptable to the group, since each team wants to do its best and have its best chance for success. The return of service is one of the most difficult aspects of the game. As the children begin to master the overhead volley and forearm pass, a modification allowing catching and the set to themselves when receiving the serve may still be needed if the game is to be more than a serving battle.

The game: With the modifications already suggested, elementary school children can find success in net games. Modifications of skills for individuals help create an atmosphere where individual differences find acceptance, each child is successful, and a climate for sharing and teamwork is enhanced. Team work and sharing are not automatic outcomes of games. Children should be encouraged to get the ball to the most advantageous position before sending it over the net by passing to teammates. To ensure team work, at times it may be necessary to require several passes on a side or that only net players may hit the ball over the net.

Since net games are not fast-moving games for beginners, there is often time for poor social behavior especially within the team between points. This is often the result of frustration by the better skilled children for the lack of success of their lesser skilled classmates. Modification of skills for individuals will usually minimize these problems. However, points might also be awarded during or at the end of the game for the team that worked the best together, thus encouraging the development of a helpful, cooperative effort by all children.

The strategies involved in net games take time to develop. Therefore, each unit should be limited to one or two different lead-up games. The children will then have time to experiment with various strategies once the rules are learned.

The offensive team attempts to keep the serve and to score points while the defensive team tries to regain the serve by forcing their opponents into making errors.

The offense attempts to:

1. Serve to an open area of the opponent's court.
2. Move the ball to the most advantageous position on the court before returning it over the net.
3. Change the expected path of the ball.
4. Place the ball in an empty space in the opponent's court on all returns.

The defense attempts to:

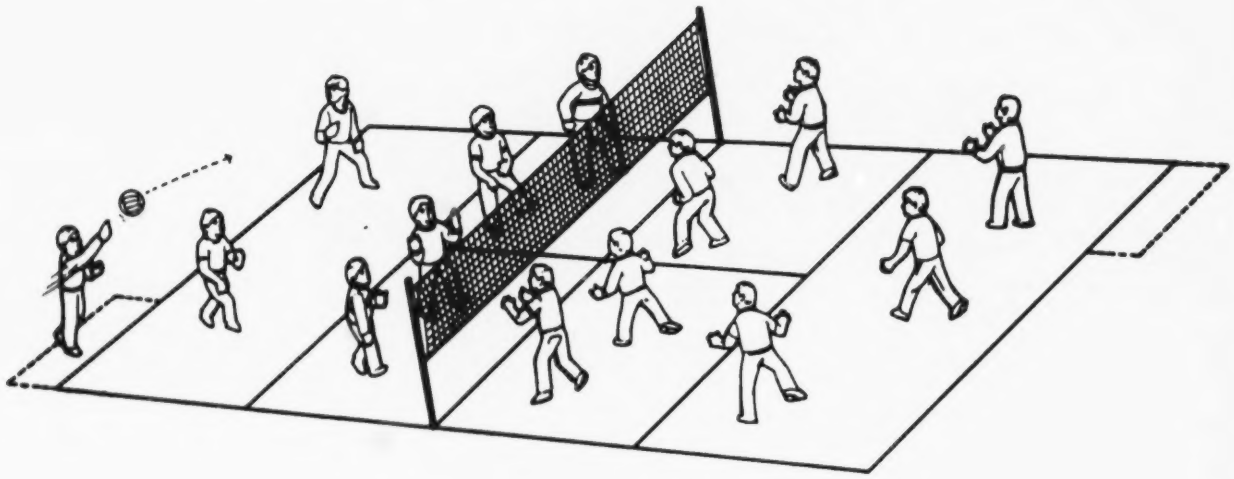
1. Cover the area of the court, closing spaces to opponents.
2. Assist each other in controlling the ball as it comes over the net.
3. Move to the offense incorporating the above offensive strategy to force the serving team to make errors.

VOLLEYBALL

Skills: To serve a volleyball accurately
To strike a volleyball accurately

Number of players: 6-9 per side
Equipment: 1 volleyball

Area: Volleyball court with net height of 6-7'



Rules:

1. Two evenly matched teams and a captain for each team are selected.
2. Captains assign players to starting positions.
3. A coin is flipped to determine serving team and receiving team.
4. The server starts in back right hand corner. The server has two opportunities to make a good server. The ball should be hit with open palm or closed fist. The ball must travel over the net to be fair.
   A ball that hits the top of the net is considered bad.
5. The receiving team must hit the ball before it strikes the ground.
6. The ball may not be hit twice in succession by the same player.
7. A maximum of three hits may be taken before the ball must travel to the opponent's court.
8. Holding the ball in any way is a foul. Touching the net with any part of the body is a foul. Either a loss of serve or loss of point would occur depending upon which team was serving at the time.
9. The entire team must rotate after a service change.
10. A game consists of 15 points with the winning team having two or more points than the opponent.
11. Teaching suggestions:
    - A one-bounce option rule may be placed so a player receiving the ball could let it bounce once before hitting the ball.
    - The server may take two steps into the court to serve.

D. GAMES AND SPORTS

OBJECTIVE 4: PERFORM SIMPLE SCORE-KEEPING DUTIES IN SOFTBALL GAME

Resources

TEACHING ACTIVITY:

1. Introduce the lesson by explaining to students the sample softball score sheet. (handout)

   Handout: Score Sheet

2. Discuss each section of the sheet explaining how it should be used during a game situation.

Assessment:

1. Using the student handout, have students fill in first portion of score sheet that includes positions of players.

2. Discuss playing situations denoting when to write a score on the score sheet.

RETEACHING ACTIVITY:

1. Demonstrate score-keeping technique for a game situation, explaining when a score should be recorded.

2. Discuss condition under which a score should be written. Example: Record score when a runner has completed running all bases and crossed home plate without being put out.

Assessment:

1. Have students describe for a learning buddy.

2. Students take turns discussing and explaining sheet to each other.

EXTENSION: Have designated students take turns keeping scores for a class softball tournament.

Assessment: Students will observe class softball game as teacher keeps scores. Students will later discuss scoring and playing strategies used in the class softball tournament.

SCORE SHEET

TEAM _____											
Player	1	2	3	4	5	6	7	H	R	RBI
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
Totals										

TEAM _____											
Player	1	2	3	4	5	6	7	H	R	RBI
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
Totals										

E. TUMBLING AND GYMNASTICS

OBJECTIVE 1: EXECUTE TWO TUMBLING SKILLS

Resources

TEACHING ACTIVITY:

1. Demonstrate the forward and backward roll. Stress correct hand and body positions. See attached sheet while directing peer tutor through the tumbling skills.

2. Have class observe the techniques used from the beginning tuck position through the completion of each skill.

Teacher Resource: Tumbling Directions

Assessment:

1. Observe students' performance as they execute the forward roll and backward roll.

2. Have peer tutors check proper execution of the two tumbling skills.

RETEACHING ACTIVITY:

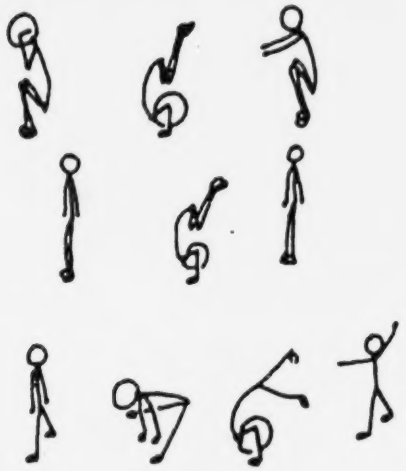
1. Assist and spot each student in executing the forward and backward tumbling skills properly.

2. Give students feedback on their performance and stress the steps needed for proper execution.

Assessment: Monitor and observe students' performance to check for proper use of safety procedures.

EXTENSION: Allow students to practice the two tumbling skills in small groups. Peer coaches will assist and monitor students' progress and performance.

TUMBLING DIRECTIONS

Name	Directions
Backward Roll 	<u>Tuck Position</u> Squat with back to mat, hands placed above shoulders, palms up, fingers pointing in direction of roll. Roll backward, keeping legs tucked to chest, pushing with hands as they contact the mat. <u>Tuck to Stand</u> Stand straight. Squat, roll, and stand in one continuous motion. <u>Straddle Position</u> Stand with legs spread. Hands are placed on floor between legs as hips lean backward. Roll backward, placing hands above shoulders and finish in a straddle position.
Forward Roll 	<u>Tuck</u> Squat, knees between hands, fingers pointing forward, tuck head and lift hips, rolling over, and remain in tuck position. <u>Stand-to-Stand</u> Standing straight, squat, tuck, and roll to a stand in one continuous motion. <u>Straddle Position</u> Stand with feet spread. Bend, placing hands between legs as far as possible. Tuck head and shoulders, roll over, keeping legs apart and hand near the crotch. Rise to a straddle position.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 2: PARTICIPATE IN PARTNER STUNTS AND PYRAMID BUILDING

Resources

TEACHING ACTIVITY:

1. Present stunts and pyramid building activities to students. Name, explain, and demonstrate each skill to class.

2. Divide students into basic and advanced groups making sure all groups are of equal ability. Maximum participation should be a major goal.

Handouts:
Dual and Group Stunts
Pyramid Building

Assessment:

1. Observe and assist each group, giving corrective feedback during class activity.

2. Have students orally name skills before they attempt to execute the skills that have been demonstrated.

RETEACHING ACTIVITY:

1. Teacher and peer coaches should demonstrate and re-emphasize points for stunts while rotating to each group.

2. Check for progress and improvement in students' performances.

3. Assist any student that might need individual guided practice.

DUAL AND GROUP STUNTS

Merry-go-round (group of eight to ten)

- Pupils form a circle and take a double wristlock.
- Numbers 1, 3, 5, and 7 sit on the floor with knees straight and feet together in the center.
- At the signal, Numbers 2, 4, 6, and 8 take a step outwards and 1, 3, 5, and 7 raise their hips until the body is in an inclined position with the back straight.
- Numbers 2, 4, 6, and 8 walk around the circle and the numbers of the center group are the spokes of a wheel.

Centipede

- Partner Number 1 should be on his/her hands and knees.
- Number 2 faces the same direction, placing hands about two feet in front of those of Number 1.
- Number 2 then places his/her legs on Number 1's shoulders. The feet are on top and not hooked under.
- The centipede walks with Number 2 using his/her hands and Number 1 using both hands and feet.

Leapfrog

- The base pupil takes a wide stance, bends forward from the hips, and braces hands on knees.
- The top pupil runs forward and jumps with both feet over the base's back, places hands, on base's shoulders and pushes, extending legs to the side, then landing on both feet with knees and ankles relaxed.

Skin the Snake

Forward movement:

- Pupils all line up, one directly behind the other, in stride position.
- All bend forward and stretch the right hands between the knees to grasp the left hands of the pupils behind, at the same time reaching forward with the left hands to grasp the right hands of the pupils in front.
- The last pupil crawls through and assumes a stride position.
- The next in line follows until all have crawled through.

Backward movement:

- Pupils line up as before, but the lst one in line lies down flat and the rest of the line moves backward.
- As each pupil reaches the end, he lies down.
- The last performer to lie down rises and walks forward, straddling the line, and pulls the next person to his feet.
- Pupils continue until all return to original position.

Three Man Log Roll

- Three pupils lie face down across the width of the mat.
- The center pupil rolls toward either of the pupils on the outside.
- As the center pupils nears, the outside pupil jumps over the middle pupil and rolls toward the other outside pupil.
- As the rolling pupil reaches the outside, the outside child jumps and rolls to the middle.
- Pupils continue the sequence of jumping and rolling.
- Number 2 springs from the floor, leans back, and lifts his/her feet from the floor.
- Number 2 tucks his/her body and goes into a backward roll.
- The action is repeated with Number 2 bending forward.
- Note: As Number 2 lifts his feet he should bring his knees close to his chest in preparation for the backward roll and keep this tucked position until he has rolled over his partner's back and returned to a standing position. It is also important to emphasize to the pupils the need for keeping the elbows locked until the stunt has been completed.

Rocker

- Partner's sit facing each other and extend their legs, so that each child sits on the feet of the other child.
- Partners grasp the upper arms and rock.
- One pupil leans backward and lifts the other child up.
- Pupils alternate.

Elephant Walk

- Couples face each other. Number 1 stands in wide stride position.
- Number 2 places hands on Number 1's shoulders and jumps upward to place his feet around the waist of Number 1.
- Number 2 bends and crawls between the legs and grasps the ankles of Number 1.
- Number 1 bends forward and walks with a swaying motion.
- To release Number 1, Number 2 can either let go and drop him or both can return to the starting position.

Bulldog Pull (10-20 participants)

- Have ready a rope three to five feet long and two Indian clubs. Place the rope on the floor between the two clubs. Divide the group into two teams. Allow one to two minutes for each bout and keep score.
- Pupils line up facing and parallel to the rope.
- At a signal, each pupil pulls the rope and tries to pick up an Indian club.

Rooster Fight

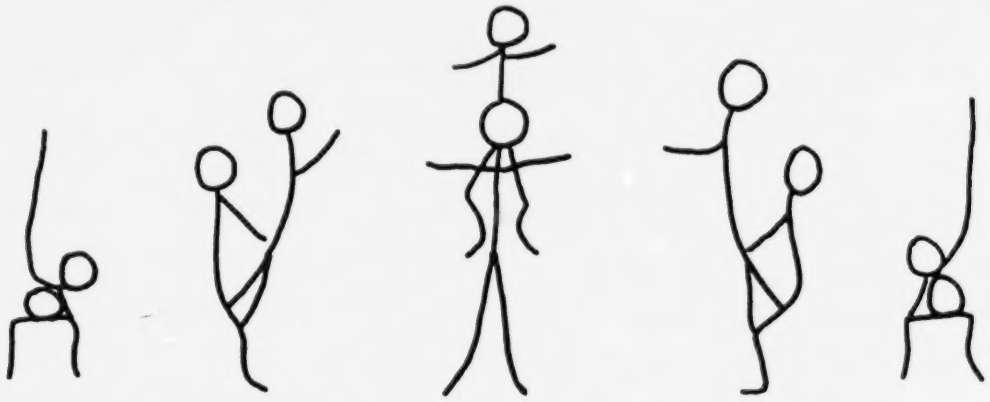
- Couples face with arms folded across the chest and weight on one foot.
- At a signal, each tries to throw the other off balance by pushing with his arms.
- The first pupil to lose his balance by putting down a foot loses.

Twister

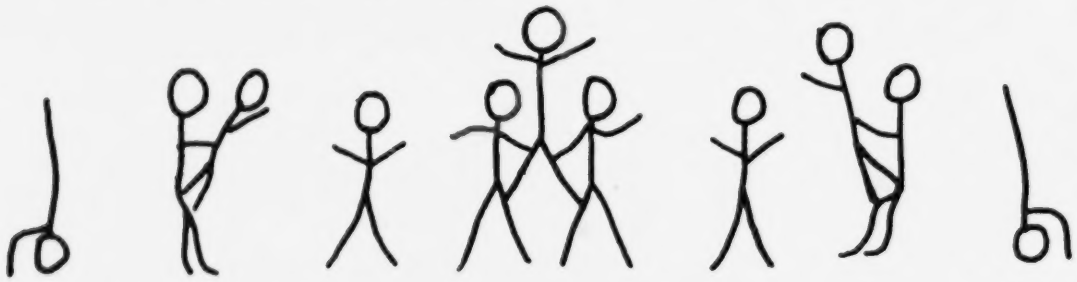
- Partners face each other and grasp right hands.
- Number 1 throws his right leg over the head of Number 2, ending in the straddle position with his back toward Number 2.
- Number 2, using his left leg, performs the same movement which brings the players back to back.
- Number 1 swings his left leg over the hands and head of Number 2, thereby returning to his starting position.
- Number 2, using his right leg, does the same so both are now face to face.

PYRAMID BUILDING

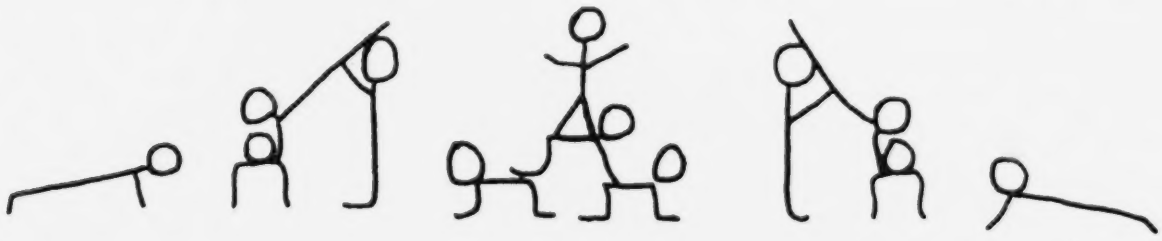
1. Count 1 - All pupils performing as bases move to the proper positions on the mat and face the direction to be taken in the pyramid.
   Count 2 - All pupils in a top position take their places near the bases and get into position of mount. The center top gets on the shoulders of the center base while the base is in a knee-squat position.



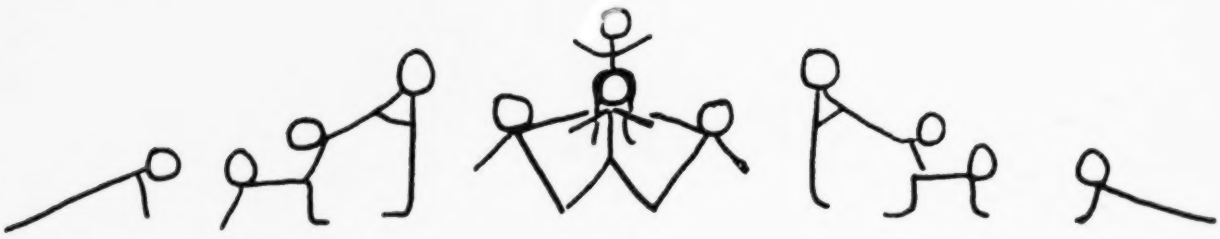
2. Count 1 - All step out to their places on the mat and face the direction to be taken in the pyramid.
   Count 2 - Bases get into position. Tops get ready to mount.
   Count 3 - All get up on bases and in position; hold.
   Count 4 - All step back into their places behind the mat.



3. Count 1 - All step onto the mat and face the direction to be taken in the pyramid.
   Count 2 - Ends assume the push-up position with arms and body straight, then face the center of the mat. The bases face the front of the mat while on their hands and knees. The center bases assume the all-fours position, facing the end of the mat.
   Count 3 - Tops mount into position and hold.
   Count 4 - All pupils return to the mats.



4. Count 1 - All step on the mats.
   Count 2 - Bases get into position. Tops mount and get ready.
   Count 3 - All get up into position and hold.
   Count 4 - All return to starting positions.



5. Count 1 - All step on the mats.
   Count 2 - Bases get into position. Tops mount and get ready.
   Count 3 - All get up into position and hold.
   Count 4 - All return to starting position.

6. Count 1 - All step on the mats.
   Count 2 - Bases get into position. Tops mount and get ready.
   Count 3 - All get up into position and hold.
   Count 4 - All return to starting position.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 3: DEMONSTRATE SKILLS ON PARALLEL BARS

Resources

TEACHING ACTIVITY:

1. Explain and demonstrate the straight arm support, straight arm walk, and straddle seat on the parallel bars.
2. Divide students into groups and let them practice the listed skills on the parallel bars.
3. Monitor students and give them corrective feedback on their performance.

Assessment:

1. Observe while students are practicing in their groups.
2. Assist students with skills giving them difficulties.

RETEACHING ACTIVITY: Teacher and peer coaches will assist and provide individual instruction for executing skills on the parallel bars - straight arm support, straight arm walk, and straddle seat properly and safely.

Assessment:

1. Have students perform each skill in assigned groups.
2. Teacher will observe and check for proper and safe execution of skills on the parallel bars.

EXTENSION: Reteach when needed for individual students that are still having problems performing any of the skills that have been taught.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 4: DEMONSTRATE SAFETY PROCEDURES WHILE USING GYMNASTIC EQUIPMENT

Resources

TEACHING ACTIVITY:

1. Give each student a copy of the safety rules that you will be using for the unit. (See attached sheet.)

   Handout: Tumbling and Gymnastic Safety Rules

2. Explain and discuss each rule.

3. At the end of the class period, let student orally explain the rules to the class.

Assessment: Have students take a written test to review safety rules that were presented to them.

RETEACHING ACTIVITY:

1. During every class session re-emphasize safety rules.

2. Observe students while they are using the gymnastics equipment.

3. Stress again the importance of following the rules at all times.

Assessment:

1. Have students take a second written test on safety procedures while using gymnastic equipment.

2. Have students list the rules and explain why they feel these rules are important.

TUMBLING AND GYMNASTIC SAFETY RULES

1. In order to prevent slipping, see that pupils wear sneakers, or the ballet-type slippers that some girls prefer. Hard-sole shoes should never be worn on the mats.

2. Have pupils remove all sharp objects from pockets such as pencils, pens, and combs.

3. Allow no gum chewing. Gum can easily become lodged in the windpipe while a simple somersault is being performed.

4. Allow stunts to be practiced only with the proper mats and spotters. Have all pupils face the same direction when doing stunts such as a headstand and other tumbling skills. This will allow pupils to see what is going on around them and will prevent needless accidents.

5. Discourage loud laughter or unncessary noise which might disturb or interfere with the success of a performer. Have adequate warm-up periods before attempting stunts and tumbling skills. If pupils have not been exposed to stunts and tumbling previously, begin with the very basic skills.

6. In dual and group stunts, always be certain all pupils are ready to begin. Teach pupils to tuck and roll after falling forward in a balance such as a handstand or a headstand.

7. Have students remove their glasses before performing.

8. Permit no horseplay. Stress that all stunts and tumbling skills which are difficult should not be tried at home unless the proper equipment and spotters are available. Place the mats clear of the walls, bars, and other obstacles.

9. Emphasize that all pupils should quickly leave the mat as soon as they have finished their stunt or skill. Clean the mats frequently with soap and water and dry carefully before folding or rolling them up.

10. Cultivate alert "teacher spotting" and encourage the development of pupils' skill in spotting. This is much more important than being proficient at performing.

    1. A spotter should assume a position that permits easy, quick assistance and speedy shifts to avoid hampering the activity and to escape being hit or kicked. The stronger arm (usually right) should receive the weight of the child and slightly flexed knees should allow quick movements in any direction. Kneel on the knee away from the performer.
    2. A spotter should not give too much assistance, however. It is frustrating and robs the child of a feeling of accomplishment. In less difficult stunts, the presence of the spotter is all that is necessary to instill confidence.
    3. Pupils standing on either side of the mat can be valuable spotters.

CARE AND USE OF EQUIPMENT

Many stunts require only limited space and little equipment and can be done inside or outside the school. Wands are inexpensive, but mop and broom handles will also serve the same purpose. Mats are rather expensive equipment but with proper care will last for years. Cotton mattresses and large pieces of foam rubber can also be used effectively. It is advisable to cover the foam.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 5: PERFORM A SIMPLE TUMBLING OR FLOOR EXERCISE ROUTINE

Resources

Moving and Learning, pp. 310-315

TEACHING ACTIVITY:

1. Introduce the lesson by reviewing tumbling skills previously learned.
2. Direct students to combine two tumbling skills to create a simple floor exercise or tumbling routine.
3. Assign groups and allow time for students to practice their original floor exercise routine.

Assessment:

1. Observe students to see if they are using a variety of tumbling skills in the routine.
2. Have students explore two additional tumbling skills that may be combined to develop a floor exercise or tumbling routine.

RETEACHING ACTIVITY:

1. Group students and have them create a tumbling routine that involves more than four or more tumbling skills.
2. Allow groups to explore and practice to perfect their floor exercise or tumbling routine.
3. Observe and assist group as necessary.

Assessment: Have the students write their routines and turn in for review. All routines should be memorized for class performance.

EXTENSION: During class, each assigned group will perform their own tumbling routine for the teacher and for the entire class.

PHYSICAL EDUCATION, GRADE 4

F. PERSONAL DEVELOPMENT

OBJECTIVE 1: DEMONSTRATE COURTESY AND FAIR PLAY DURING CLASS

Resources

TEACHING ACTIVITY:

1. Introduce the lesson by giving definitions of courtesy and fair play.
2. Direct class discussion and emphasize the importance of using courtesy during class activities.

Assessment:

1. Have students list examples of fair and unfair behaviors they have observed during class.
2. Have them tell why the situation was fair or unfair.

RETEACHING ACTIVITY:

1. Group students and have them role play specific situations and demonstrating "fair and unfair" behaviors.
2. The class will identify and respond to each of the situations by labeling them fair or unfair.

Assessment:

1. Have students write a paragraph describing a situation that happened during class activity that dealt with fair or unfair behavior.
2. Ask students to read their paragraphs orally to the class.

OBJECTIVE 2: COOPERATE IN SOLUTION OF COMMON PROBLEMS

TEACHING ACTIVITY:

1. Discuss how cooperation can enhance a game or activity.
2. Emphasize the importance of team work in achieving a common goal.

Assessment: Have students tell some characteristics of team cooperation and explain how it can enhance class activities.

RETEACHING ACTIVITY: Give a situation or problem which depicts a lack of cooperation and have students identify the inappropriate behavior or actions in the situation.

Assessment: Have students list each inappropriate behavior in a given scenario and explain how the behavior affected the activity.

F. PERSONAL DEVELOPMENT

OBJECTIVE 3: DEMONSTRATE AN ACCEPTANCE OF DECISIONS MADE BY PERSON IN AUTHORITY

Resources

TEACHING ACTIVITY:

1. Explain the purpose of having a leader and the importance of working within a chain of command.

2. Emphasize the rewards and consequences which result when appropriate or inappropriate behavior occurs.

Assessment:

1. Give a situation regarding authority figures.

2. Have students describe the appropriate responses to those in authority.

3. Observe students as they interact with peers in a leadership role.

RETEACHING ACTIVITY: Discuss how a game or activity could be impeded without rules and leaders to enforce rules.

Assessment:

1. Let students role play situations where there is an absence of rules and leaders to enforce the rules.

2. The students will then re-enact the same situation the second time, using rules and a leader to enforce the rules.

OBJECTIVE 4: RECOGNIZES THE CONSEQUENCES FOR MISBEHAVIOR

TEACHING ACTIVITY: Explain the rewards and consequences which result when appropriate behavior occurs.

Assessment: Have students make a list of rules and assign rewards and consequences for each rule listed.

RETEACHING ACTIVITY: Given a situation depicting inappropriate behavior, have students discuss consequences for the misbehavior.

Assessment: Students will indicate they recognize consequences for misbehavior by listing appropriate responses to a given situation.

Physical Education
GRADE 5
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. Physical Fitness	
1. Participate in daily fitness activities	1A,B
2. Explain the meaning of physical fitness	1C
3. Perform at average level on Physical Fitness Test	1C
4. Demonstrate knowledge of activities to improve personal fitness	1C
B. Motor Development	
1. Demonstrate body awareness and body management	2B,3A
2. Solve movement problems	2A,B,1A,B,
3. Perform individual and group movement exploration activities	2A,B
C. Rhythms and Dance	
1. Participate in folk dances and modern dances	1A,B,2B,3B
2. Execute the tinikling, schottische, two-step and waltz dance steps	1A,3A,B
3. Create movement sequences and interpretive dances to music	3A,B
D. Games and Sports	
1. Demonstrate knowledge of individual and team sports (rules, game strategies, safety, fundamentals, terminology, and scorekeeping)	4D
2. Participate in leisure and recreational activities	2A,4B,D
3. Demonstrate knowledge of procedures for setting-up equipment	4D
E. Tumbling and Gymnastics	
1. Execute floor exercise or tumbling routine	2A,B,5
2. Perform simple routines on gymnastic equipment	1,2A,B,5
3. Describe the body mechanics and progressions of tumbling and gymnastics	2A,B,5
4. Identify terms, definitions, and safety factors related to tumbling and gymnastics	5

THE LEARNER WILL:	ESSENTIAL ELEMENTS
F. Personal Development	
1. Identify personal strengths and weaknesses	1C
2. Show respect for self and other students	4D
3. Accept rules and decisions made by authority	4D
4. Recognize contributions made by participants in group, game, and physical activities	2A, 4D

PHYSICAL EDUCATION, GRADE 5

A. PHYSICAL FITNESS

OBJECTIVE 1: PARTICIPATE IN DAILY FITNESS ACTIVITIES

Resources

Moving and Learning pp.177-179

TEACHING ACTIVITY:

1. Have students perform a series of exercise activities to develop fitness using various body parts.

2. Flexibility, muscle strength, and cardiovascular endurance should be the focus as students move through activities.

3. The fitness exercises may consist of:
   - Jogging in place
   - Rope jumping
   - Arm circles
   - Sit-ups
   - Jumping jacks

Assessment: Observe students as they participate in working in unison or call out the activity and have students perform the activity to a count.

RETEACHING ACTIVITY:

1. Use a circuit training as another method for organizing fitness activities.

2. Design a series of workout stations with an exercise at each station. Stations will include:
   - Run in place
   - Sit-ups
   - Rope jumping
   - Agility run
   - Squat thrusts

3. Divide students into equal groups and assign a group to each station to work out for a time interval of 20-60 seconds.

Assessment:

1. On signal, observe students as they perform the exercises assigned at their particular station.

2. Continue to repeat the exercise until time is called, then ask students to move to the next station and begin exercising again on signal.

3. Time intervals of 20-60 seconds can be used at this grade level. Check for maximum participation.

EXTENSION:

1. Encourage students to take the responsibility for carrying out their fitness program.

2. Setting short-term and long-term objectives is important in achieving physical fitness.

Assessment: Have students keep a log of fitness activities and personal achievements. This progress report should help students remain motivated and interested in continuing fitness workouts.

A. PHYSICAL FITNESS

OBJECTIVE 2: EXPLAIN THE MEANING OF PHYSICAL FITNESS

Resources

TEACHING ACTIVITY:

1. Introduce the lesson by defining physical fitness.
2. Have students name some activities that will require fitness (Ex., climbing stairs to and from classes, riding a bicycle, and walking to and from school).
3. Include the idea that fitness is also needed to perform activities in the classrom. Extend the lesson to include the idea that *fitness is fun.*

Assessment: Ask students to write an essay on "The Importance of Fitness," telling the results of being fit and types of activities that enhance fitness. Students may work in groups.

RETEACHING ACTIVITY:

1. Have the students review the definition of physical fitness.
2. Stress the importance for understanding why fitness is necessary in performing daily tasks.
3. Answer questions students may have about physical fitness.

Assessment: Have students write a one-page report on what being physically fit means to the student.

EXTENSION: Have the students draw an 11 x 14 poster showing comparison of a *fit* versus an *unfit* child.

PHYSICAL EDUCATION, GRADE 5

A. PHYSICAL FITNESS

OBJECTIVE 3: PERFORM AT AVERAGE LEVEL ON PHYSICAL FITNESS TEST

Resources

FYT Manual

TEACHING ACTIVITY:

1. Explain and demonstrate to the students the following test items and explain the norms for each test item.
   - Modified sit-ups - evaluate abdominal muscular strength. Goal is to perform as many sit-ups as possible in one minute.
   - Sit-and-reach - Evaluate the flexibility of the low back and posterior thighs. Student reaches directly forward, palms down, along the measuring scale. Position of maximum reach must be held for 1 second.
   - Run/walk test - Measure maximal functional capacity and cardiorespiratory endurance. Students are instructed to run/walk for 20 minutes and cover as much distance as possible within this time.

2. Have the students practice for fitness test 3 out of 5 days for 10-15 minutes a day.

3. Encourage students to try to do their best while using the proper technique for best results.

Assessment: Have students perform the 3 physical fitness test items and compare their results with the norms for each test item.

RETEACHING ACTIVITY:

1. Review each test item and answer questions that students may have regarding each test item.

2. Have students perform the exercises on the fitness test and observe each other for use of proper technique.

EXTENSION: Students will be tested each month and test scores will be recorded to determine fitness improvement and physical growth.

Assessment: Scores may be posted on a bulletin board in the gymnasium. Parental involvement can be enhanced by sending score sheets home for family discussion.

PHYSICAL EDUCATION, GRADE 5

A. PHYSICAL FITNESS

OBJECTIVE 4: UNDERSTAND ACTIVITIES TO IMPROVE PERSONAL FITNESS

Resources

"The Heart Film"
American Heart Association

TEACHING ACTIVITY:

1. Show "The Heart Film" - American Heart Association.
2. Discuss how the heart works and what activities can aid in keeping the heart healthy.
3. After discussing the film, have the students get into groups to complete lesson assignments.

Assessment: Students will answer *yes* or *no* to a question test about "The Heart Film."

1. Is your heart a muscle?
2. Does the heart need oxygen?
3. Does the heart stop working when you sleep?
4. Exercise keeps the heart healthy.
5. Physical activities are good for the heart.

RETEACHING ACTIVITY:

1. Display pictures of the heart and emphasize why fitness exercises are important in everyone's life.
2. Encourage a daily exercise program.
3. Stress that fitness levels will vary from person to person.

Assessment:

1. Have students develop their own exercise program and keep a log of activities and goals accomplished.
2. Report their fitness results to the class.

EXTENSION: Have students make "Exercise for a Healthy Heart" posters and display them in the gymnasium. This activity can be done in groups or individually.

Assessment: Ask a group of teachers, parents, or students to view the posters for originality and creativity and to make a presentation to selected poster award winners.

PHYSICAL EDUCATION, GRADE 5

B. MOTOR DEVELOPMENT

OBJECTIVE 1: DEMONSTRATE AN UNDERSTANDING OF BODY AWARENESS

Resources

Moving and Learning pp. 123-139

TEACHING ACTIVITY:

1. Discuss and define for students the seven concepts of body awareness:
   - body parts,
   - body shapes,
   - movements of body parts,
   - relationship of body parts,
   - uses of body parts to perform movement tasks,
   - using the body as communicator,
   - body tension and relaxation.

2. Emphasize the importance of body awareness in relationship to different activities.

3. Encourage discussion on body awareness in everyday activities.

Assessment: Have students list four of the seven awareness concepts.

RETEACHING ACTIVITY:

1. Teach and demonstrate body awareness in relationship to movement.

2. Have students work with a partner to practice various movements and tell the class which parts are moving and which are stationary.

3. Ask students to demonstrate a movement activity with their eyes closed. Discuss how it feels to move with eyes closed.

Assessment: Students will be able to tell the class which body parts were moving and which were stationary without looking at them.

EXTENSION:

1. Have students explore the use of body awareness by moving with good alignment when moving objects.

2. Demonstrate how to properly push, pull, or carry objects varying in size either real or imaginary. Examples: hula hoop, utility ball, stick, box, chair, etc.

Assessment: Have students list the body parts used while moving the objects. Example: large objects? Small objects?

B. MOTOR DEVELOPMENT

OBJECTIVE 2: SOLVE MOVEMENT PROBLEM THROUGH DISCOVERY MOVEMENTS

Resources

Moving and Learning pp. 123-139

TEACHING ACTIVITY:

1. Discuss and define for students the problems that may occur during movement activities.

2. Present movement problems involving the listed factors.
   - Positions
   - Strength
   - Timing
   - Delivery
   - Coordination
   - Balance

3. Have students use discovery and problem-solving practices to solve movement problems. Refer to textbook, *Movement and Learning*, pp. 123-139.

Assessment: Have students describe four of seven movement problems and tell how they discovered a solution to the problem.

RETEACHING ACTIVITY:

1. Divide students into groups and assign to four stations placed in the gymnasium. Groups will rotate from station to station while practicing movement activities. .Stations:
   - #1 Running
   - #2 Throwing
   - #3 Jumping
   - #4 Catching

2. Stress that stations are designed to improve movement skills in these areas. Have students practice at each station for 10 minutes before rotating to the next station.

Assessment:

1. Have students demonstrate the ability to correct or improve movement skills through practice and discovery.

2. Assess progress through teacher observation.

PHYSICAL EDUCATION, GRADE 5

B. MOTOR DEVELOPMENT

OBJECTIVE 3: PERFORM GROUP ACTIVITIES THROUGH EXPLORATION MOVEMENTS

Resources

Group Experiences

"Elbow Tag" attachment

TEACHING ACTIVITY:

1. Discuss with students the three different types of exploration movements for individual, partner, and large groups.

2. Emphasize to students the need for cooperation with others when participating in partner or group movement exploration activities.

3. Have students participate in various movement-exploration activities such as wheelbarrow, chair, and elephant walk.

Assessment:

1. Students should be able to demonstrate four or five individual, partner, or group movement exploration activities.

2. Students should be able to explain or list the importance of working cooperatively with others in movement-exploration activities.

RETEACHING ACTIVITY:

1. Demonstrate for the students the group activity, "Elbow Tag." See attached game description for more details on how to play the game.

2. Walk through the execution of the game once or twice to see if students have an understanding of how to play the game.

3. Let students play the game while teacher supervises the activity using movement exploration.

Assessment:

1. Students should be able to describe how it feels to work with different partners.

2. Students should be able to name three body parts they used in this game.

EXTENSION:

1. Have groups of students make up a partner or group activity that involves movement exploration.

2. Allow time for students to practice and perfect their new game.

3. Have each group teach their game or activity to the class.

ELBOW TAG

A simple twist to one of the world's oldest games transforms it into a new favorite, guaranteed to raise the activity level of virtually any group.

ACTIVITY

Divide into pairs and have players link an elbow with their partner, keeping the outside elbows bent and the outside hands on the waist. One volunteer is to be *It* and another is to be the *runner*.

The person who is *It* tries to tag the *runner*, of course, but here is the twist: The *runner* can avoid being tagged by linking an elbow with the free elbow of any member of any pair on the playing field. When the runner does, he or she shouts, "Go!" and the other member of the pair must take off as the new *runner*, hotly pursued by the person who is *It*. If the *runner* is tagged, he or she is *It* , and the nemesis becomes the new *runner*.

There is a lot of room for variation in this game. The pairs can be arranged in a circle or placed randomly around the field. Partners can face the same direction or opposite directions, in swing-your-partner style. The person who is *It*, as well as the *runner*, can be allowed to rest by linking an elbow with a pair and releasing a new player to be *It*.

PHYSICAL EDUCATION, GRADE 5

C. RHYTHMS AND DANCE

OBJECTIVE 1: PARTICIPATE IN FOLK DANCES

Resources

Moving and Learning pp. 351-355

Handout

TEACHING ACTIVITY: Discuss with students the different types of American and international folk dances. Emphasize the basic formations used in folk dancing. Use pp. 351 and 353 in *Moving and Learning*, as a reference. Have available a list of American and international folk dances and music to encourage a discussion about their origin.

Assessment:

1. Students will be able to list three American and three international folk dances.

2. Students will be able to match dances to their origin with a worksheet.

   Example:

1. Virginia Reel	A. American
2. Crested Hen	B. Danish
3. Mayim	C. Israeli
4. E Miscelou	D. Greek
5. Road to the Isles	E. Scottish
6. Five Foot Two	

RETEACHING ACTIVITY: Demonstrate to the students an American folk dance, the Crested Hen. See attached handout for more details on how to execute the Crested Hen dance steps. Walk through with students the execution of the dances two or three times to see if they have an understanding of the dance. Let students practice the dance with the music several times.

Assessment:

1. Students will be able to tell the main dance steps in the Crested Hen.

2. Students will be able to demonstrate and explain a simple American formation dance.

EXTENSION:

1. Have students compare dance steps and formation between American and international folk dances.

2. Have students practice another American or international folk dance to be presented to the class.

Crested Hen

Level: IV

Origin: Danish

Record: World of Fun: 4; Merit Audio Visual: 1042

Formation: Sets of three dancers, hands joined to form a circle

Skills: Step-hop

Action: Part A: Moving clockwise, step-hop in a circle, take a vigorous stamp on the first beat. Dancers lean away from the circle (eight steps).

Jump bringing feet down sharply on the first beat, step-hop in a circle moving counterclockwise (eight steps).

Part B: Continuing to step-hop, outside dancers drop hands. Placing their free hand on their hips, the right-hand dancer step-hops through the arch formed by the center dancer and the dancer on the left.

The center dancer turns under own left arm following the right-hand dancer through the arch, followed almost immediately by the left-hand dancer turning under own right hand so that the dancers do not have to release hands.

Repeat the action by having the left-hand dancer begin the move, moving through the arch formed by the center and right-hand dancers.

Repeat the sequence once more beginning with the right-hand dancer and ending with the left-hand dancer.

C. RHYTHMS AND DANCE

OBJECTIVE 2: EXECUTE THE SCHOTTISCHE AND POLKA DANCE STEPS

Resources

TEACHING ACTIVITY: Discuss with students the origin and the history of the schottische and polka dances. Lead a discussion on the different types of dances that use the two dance steps. Use dances such as the Highland Fling, Roads to the Isles, Buggy Schottische, Savila Se Bela Loza, and Moskrosser. Have available a musical chart with the dance steps and musical count of a simple schottische dance and a simple polka.

Moving and Learning p. 354

Handout, Dance Steps

Assessment: Students should be able to name the origin of the schottische dance and the polka. Students should be able to name four dance steps that are practiced in the schottische and/or the polka.

RETEACHING ACTIVITY: Demonstrate to the students the schottische and polka dance steps. See attached handout for details on the execution of the steps. Have students walk through the dance steps without the music. Practice two or three times to see if they have an understanding of the dances. Then let students practice dances with the music several times to perfect the execution.

Assessment: Students will be able to name how many beats are in the schottische dance and the polka.

EXTENSION: Have four or five students get into groups and find a schottische dance or polka that has been discussed and practiced. After practicing the dance, students will perform the dance for the class.

Assessment: Have students practice different types of schottische and polka dance steps.

DANCE STEPS

Schottische Dance Step

Count	1	2	3	4
	Run R	Run L	Run R	Hop R
Count	1	2	3	4
	Run L	Run R	Run L	Hop L

Have each child do the step alone and then with a partner. Use the following progression.

- Run three steps forward and hop.
- Emphasize swinging the opposite foot forward on the hop.
- Check to see that the knee is slightly bent.

Simple Polka Step

Count	1	and	2	and
	Step R	Close L	Step R	Hold
Count	1	and	2	and
	Step L	Close R	Step L	Hold

Emphasize that on the word "close" the weight is changed to the foot that is back.

Work out the foot pattern, having children use hands on floor.

Heel-Toe Polka

Count	1	and	2	and
	Heel		Toe	
Count	1	and	2	and
	Step	Close	Step	Hold

Give the following instructions.

- Place the right heel forward (count *1 and*).
- Place the right toe to the rear (count *2 and*).
- Take polka step (count *1 and 2 and*).
- Incline the body backward when the heel is forward.
- Lean slightly forward when the toe is to the rear.

C. RHYTHMS AND DANCE

OBJECTIVE 3: CREATE A MOVEMENT SEQUENCE TO MUSIC

Resources

TEACHING ACTIVITY: Discuss with students the five rhythmic activities using small equipment. Emphasize the importance of group relationships as they try to perform a manipulative skill together to the beat of the music. Have available a list of rhythmic activities and ample small equipment to use during the activity.

- balls
- ropes
- hoops
- rhythm sticks

H.I.S.D. Curriculum, 1979, p. 113

Moving and Learning pp. 375

Album: ARB 536 Rope Skipping

Assessment: Have students list three out of five rhythmic activities that can be executed using small equipment.

RETEACHING ACTIVITY: Demonstrate various jump-rope skills and have class practice skills. Walk through a jump-rope routine using the jump-rope skills just learned. Let students practice routines for 5 to 10 minutes to see if they have an understanding of the routine and then add the music to practice the jump-rope routine. Use album, Rope Skipping - Rhythms, Rhymes, and Routines (ARB 536). (One LP record and book with instruction in the basic steps as well as routines.)

Assessment: Have students demonstrate for the class five different jump-rope skills. Assigned groups will practice a simple jump-rope routine with music.

EXTENSION: Divide students into groups to create and practice various jump-rope routines to perform for the entire class.

D. GAMES AND SPORTS

OBJECTIVE 1: DEMONSTRATE KNOWLEDGE OF BASKETBALL DRIBBLING FUNDAMENTALS

Resources

Moving and Learning
pp. 420, 422

TEACHING ACTIVITY:

1. Have the students participate in the practice drill, "Dribble Dodge."
2. Ask students to dribble through five stationary partners who attempt to steal the ball.
3. Emphasize good ball control in this drill.

Assessment: Students will attempt to dribble the basketball through five players or obstacles without loosing the ball.

RETEACHING ACTIVITY:

1. Have the students participate in the practice drill, "Whirl Dribble."
2. Ask students to dribble to a cone, change hands, and dribble to original point.
3. Emphasize ball control and dribble consistency.

Assessment: Students will dribble the ball to a cone 15 feet away, pivot turn, and come back to original point without stopping the dribble. Check for ball control during this dribbling task.

EXTENSION: Organize a competition among class groups to practice the "Dribble Dodge" and "Whirl Dribble." Emphasize ball control and body position during this competition activity.

Assessment: The dribbling competition begins upon a signal from the teacher. Action continues until all students are in original position. The team which finishes the drills first "wins" the competition.

D. GAMES AND SPORTS

OBJECTIVE 2: PARTICIPATE IN LEISURE AND RECREATIONAL ACTIVITIES

Resources

Moving and Learning
pp. 524, 527

TEACHING ACTIVITY: The underhand volley and ball passing are skills common to most recreation activities;` therefore, students should practice to acquire success when using both skills.

1. Have students practice hitting the volleyball, using the underhand volley, against the wall at varying distances (5 feet, 7 feet, and 10 feet).

2. Emphasize that the arms are down in front of the body, the hands are cupped together, and the knees are bent.

3. Stress that students should always be in the ready position when the volleyball rebounds off the wall.

Assessment:

1. Observe students hit the volleyball against the wall four of seven times using proper technique.

2. Check students' underhand volley during leisure time or other recreational activities.

RETEACHING ACTIVITY: Pair students to practice the underhand volley with a partner while keeping feet apart, hands together, and knees bent. One student will toss the ball while the other strikes it. This activity will allow students to become comfortable with the underhand volley skill that may be used during recreational activities.

Assessment: Check students' ability to pass a ball to a partner by varying the distance between partners (3 feet, 5 feet, 7 feet, and 10 feet). Have each partner count the number of accurate passes from the other partner.

D. GAMES AND SPORTS

OBJECTIVE 3: DEMONSTRATE KNOWLEDGE OF PROCEDURES FOR SETTING UP SPORTS EQUIPMENT

Resources

Moving and Learning
p. A3
Appendices

TEACHING ACTIVITY: Discuss the type of equipment to be used in class and how to care for it. All equipment should be marked for easy recognition and equipment should be kept clean and inspected periodically. Stress that equipment should only be used for activities for which it is designed. Example: Students should be encouraged not to sit on the balls because it can damage the valve and the balls are not designed for seats.

Assessment:

1. Have students answer at least five of seven written questions on proper use of equipment.

2. Ask students to tell how to care for each piece of listed equipment.

RETEACHING ACTIVITY: Demonstrate set-up procedures and have students practice setting up equipment to be used in different sports activities.

Examples:

1. Setting out gymnastics equipment will require mats under each apparatus.

2. Setting up for basketball and soccer games will require well-inflated balls and cones for drills.

Assessment: Assign groups to set up equipment for a specific sport or game activity. Observe for proper set-up procedures and standards for each sport or activity.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 1: EXECUTE TUMBLING ROUTINE

Resources

Moving and Learning
p. 171

TEACHING ACTIVITY:

1. Discuss with students the various types of tumbling activities.
2. Have available a list of tumbling activities that students have done in class.
3. Emphasize to the students that these tumbling activities can be combined to form a simple or complex tumbling routine.
4. Encourage students to practice tumbling skills previously learned and combine four to six tumbling skills to design a tumbling routine.

Assessment:

1. Students should be able to describe five different tumbling skills.
2. Students should be able to demonstrate a four- to six-skill combination in a tumbling routine.

RETEACHING ACTIVITY:

1. Review and practice various tumbling skills with the students.
2. Demonstrate for students a three-part individual tumbling routine using the forward roll, backward roll, and egg roll.
3. Let students practice routine to see if they have an understanding of the routine.
4. Introduce a partner tumbling routine to students as they acquire proper skill techniques.

Assessment:

1. Students should be able to execute a simple tumbling routine.
2. Student pairs should be able to demonstrate a simple partner tumbling routine.

EXTENSION: Have students execute a large group stunt, such as "Skin the Snake" or "Centipede."

Assessment: Have groups of students create and perform their own tumbling routines using three or four tumbling stunts. Check group performance for originality and the proper execution of skills.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 2: PERFORM A SIMPLE ROUTINE ON THE BALANCE BEAM

Resources

Moving and Learning
Chapter 15

TEACHING ACTIVITY:

1. Lead class discussion to emphasize the various locomotor movements that can be performed on the low beam and high beam.

2. Demonstrate the locomotor movements that can be executed on the balance beam.

3. Have students practice the locomotor movements on the low balance beam.

Assessment: Students should be able to name and perform locomotor movements that can be executed on the low balance beam.

RETEACHING ACTIVITY:

1. Demonstrate for students a simple high beam routine, including a mount, hop, leap, and dismount.

2. Demonstrate the simple locomotor movements that can be executed on the high balance beam. Encourage students not to be afraid and to use their balancing techniques.

3. Let students practice one at a time, three or four locomotor movements while instructor helps students with spotting.

Assessment:

1. Have students make up a simple high beam routine and perform the routine for the class.

2. Students should be able to name and perform three or four locomotor movements on the high beam.

EXTENSION: Divide class into groups to make up a high balance beam routine to be performed for the class.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 3: DESCRIBE THE BODY MECHANICS OF PERFORMING THE TUMBLING SKILLS: FORWARD ROLL, BACKWARD ROLL, AND THE CARTWHEEL

Resources

Moving and Learning pp. 233, 245-246

Tumbling Skills Chart

TEACHING ACTIVITY: Discuss with students the different body mechanics used while performing the forward roll, backward roll, and cartwheel. Emphasize specific movements that are used in the forward roll. Use the attached chart as a reference.

Assessment:

1. Have students list the body mechanics used for tumbling skills.

2. Observe students to check for proper execution of the forward roll, backward roll, and the cartwheel.

RETEACHING ACTIVITY:

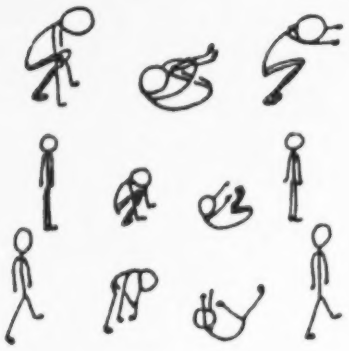
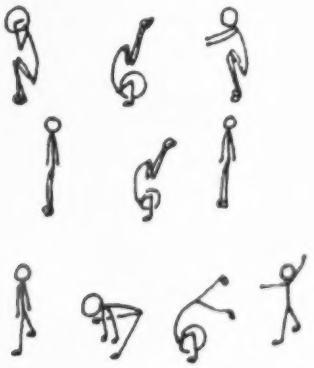
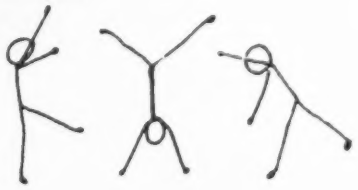
1. Demonstrate to the students the steps in the execution of a forward roll, backward roll, and the cartwheel.

2. Have students review the attached handout for more details on how to execute the stunts.

3. Walk through with students the execution of the tumbling skills several times and then let students practice the tumbling skills alone or with a spotter.

Assessment: Students should be able to perform a forward roll. Have students describe the four steps in performing the forward roll.

TUMBLING SKILLS

Name	Directions
Forward Roll 	1. Tuck Squat, knees between hands, fingers pointing forward, tuck head and lift hips, rolling over and remain in tuck position. 2. Stand-to-Stand Standing straight, squat, tuck, and roll to a stand in one continuous motion. 3. Straddle Position Stand with feet spread. Bend, placing hands between legs as far as possible. Tuck head and shoulders, roll over, keeping legs apart and hand near the crotch. Rise to a straddle position.
Backward Roll 	1. Tuck Position Squat with back to mat, hands placed above shoulders, palms up, fingers pointing in direction of roll. Roll backward, keeping legs tucked to chest, pushing with hands as they contact the mat. 2. Tuck to Stand Stand straight. Squat, roll, and stand in one continuous motion. 3. Straddle Position Stand with legs spread. Hands are placed on floor between legs as hips lean backward. Roll backward, placing hands above shoulders and finish in a straddle position.
Cartwheel 	Action Standing position, left side to line of direction. Lift arms upward. Lift left leg, stepping sideward. Bend forward, taking the weight on left arm, then right arm. Continue over, landing on right foot then left.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 4: IDENTIFY THE SAFETY FACTOR OF GYMNASTICS

TEACHING ACTIVITY:

1. Discuss with students the inherent hazards of gymnastics. Emphasize how to avoid the hazards in gymnastics.
2. Encourage class discussion on the safety factors used in this activity and tell why we need spotters in gymnastics.

Assessment: Have students list three hazards that may occur in gymnastics and tell how to avoid each of them.

RETEACHING ACTIVITY:

1. Discuss and demonstrate the safety aspects of having a spotter in gymnastics.
2. Demonstrate the spotting technique to use when executing backward bend.
3. Divide the class into partners to practice the spotting techniques for the backward bend.
4. Stress that spotting techniques are used to protect the performer.

Assessment:

1. Students should be able to demonstrate a spotting technique for the backward bend.
2. Students should be able to list safety factors or reasons for having a spotter in gymnastics.

EXTENSION:

1. Have students write several other safety factors in gymnastics to be considered by the class.
2. Discuss the listed safety factors to be considered while participating in gymnastic activities.

Resources

Moving and Learning p. 234

Dynamic P.E. For Elementary School Children pp. 319 and 320

PHYSICAL EDUCATION, GRADE 5

F. PERSONAL DEVELOPMENT

OBJECTIVE 1: IDENTIFY PERSONAL AND PHYSICAL STRENGTHS AND WEAKNESSES

Resources

FYT Manual

Food Power

TEACHING ACTIVITY: Have students identify physical strengths by engaging in aerobic fitness exercises that develop cardiovascular endurance and abdominal strength. Ask students to identify physical activities in the following techniques:

- Proper breathing is maintained throughout the exercise.
- Do not hold the breath.
- Build up of intensity is gradual.
- Avoid sudden stops during aerobic work.
- Cool-down is necessary at the end of class.

Assessment:

1. Check students' physical strengths by having them participate in the following physical fitness pre-test.
   - Execute 25 sit-ups in one minute.
   - Jog-walk without stopping for three minutes.
   - Complete one aerobic routine of no more that three minutes but no less than one and one-half minutes.

2. Have students evaluate their strengths and weaknesses after completing the physical fitness pre-test.

RETEACHING ACTIVITY: Have the students practice jogging, sit-ups, and circuit-training activities for four weeks by incorporating training in daily class activities.

- Jump-rope activities that are done in groups or individually
- Jogging that is self-pacing but non-stop
- Circuit training that can include jump rope, jogging in place, sit-ups, pushaways with weights, jumping jacks

Assessment:

1. Emphasize overall conditioning and improvement of weaker areas. Encourage students to participate in daily physical fitness activity.

2. Administer a posttest to help students determine improvement needed in physical weaknesses using the listed criteria:
   - Two-minute sit-ups,
   - Three- to four-minute aerobic routine,
   - Five minute jog-walk.

3. Teacher will compare scores from pretest with those of posttest and discuss results with each student.

EXTENSION:

1. Encourage students to start and follow a personal fitness regime for healthy daily living.

2. Emphasize that students must work with more intensity to improve areas of physical weakness.

F. PERSONAL DEVELOPMENT

OBJECTIVE 2: RESPECT SELF AND OTHER STUDENTS

Resources

TEACHING ACTIVITY:

1. Have the students work together in groups to discuss respect for self and others and tell why respect is important to society.

2. Ask students to discuss these topics:
   - Respect for Parents
   - Respect for Laws
   - Respect for Others' Property
   - Respect for Books and Equipment

Assessment:

1. Ask groups to write an essay on one of the listed topics.

2. Have students include a set of respect rules to share with the class.

3. Have students read the essays and decide which set of rules best indicates or shows respect for self and other students. The students will select a set of class rules to be followed by all students.

EXTENSION: Encourage students to respect others and think of other people's feelings to avoid problems in class activities and in daily life.

Assessment: Have students write and sign a contract promising to do their best to respect themselves and others.

F. PERSONAL DEVELOPMENT

OBJECTIVE 3: RECOGNIZE THE IMPORTANCE OF RULES AND PERSONS IN AUTHORITY

Resources

TEACHING ACTIVITY:

1. Divide the class into groups. Each group should choose one of the following topics:
   - Effects of drugs and/or alcohol on the body
   - Effects of drugs and/or alcohol on society
   - Effects of drugs and/or alcohol on family

2. Have students role play a situation in which drugs or alcohol is the topic.

3. Ask groups to discuss possible rules to alleviate the alcohol or drug problems and to determine rules and a person in authority to enforce the rules.

Assessment:

1. Have students work together in their groups to acquire the necessary information about their topic.

2. Ask each group to share their conclusions from the dramatized situations with the class during a two- or three-minute oral presentation.

RETEACHING ACTIVITY: Have students design a special project or draw posters showing the dangers of drinking while driving and/or the effects of using drugs. The projects or posters should illustrate the rules and person in authority that may change or improve the listed situations.

Assessment: Display poster in the hallway, on poster boards, or in classroom for review and class discussion.

ESSENTIAL ELEMENTS IN PHYSICAL EDUCATION
GRADE 3

(1) Physical fitness development to improve the quality of life. The student shall be provided opportunities to:

(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance; and
(B) participate in developmental activities for power, agility, speed, coordination, reaction, and balance.

(2) Motor skills that develop positive body image and confidence. The student shall be provided opportunities to:

(A) continue development of a combination of fundamental movement skills using balls and other equipment;
(B) continue development of perceptual awareness skills;

(i) coordination (eye-hand, eye-foot, rhythm); and
(ii) balance.

(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance. The student shall be provided opportunities to participate in rhythmic activities:

(A) rhythmic activities for endurance; and
(B) folk dance.

(4) Skills related to games and sports. The student shall be provided opportunities to:

(A) participate in games (low-organizational, creative, and cooperative);
(B) participate in lead-up and modified games;
(C) develop and practice behavior reflective of good sportsmanship and safety; and
(D) participate in contests and relays.

(5) Sequential gymnastic and tumbling skills. The student shall be provided opportunities to participate in gymnastics and tumbling.

ESSENTIAL ELEMENTS IN PHYSICAL EDUCATION
GRADE 4

(1) Physical fitness development to improve the quality of life. The student shall be provided opportunities to:

(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance;
(B) participate in developmental activities for power, agility, speed, coordination, reaction, and balance; and
(C) benefit from physical fitness testing and appraisal.

(2) Motor skills that develop positive body image and confidence. The student shall be provided opportunities to:

(A) continue development of combination of fundamental movement skills using balls and other equipment;
(B) continue development of perceptual awareness skills:

(i) coordination (eye-hand, eye-foot, rhythm); and
(ii) balance.

(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance. The student shall be provided opportunities to participate in rhythmic activities:

(A) rhythmic activities for endurance; and
(B) folk dance.

(4) Skills related to games and sports. The student shall be provided opportunities to:

(A) participate in lead-up and modified games;
(B) participate in individual, team, and recreational games;
(C) develop and practice behavior reflective of good sportsmanship and safety; and
(D) participate in contests and relays.

(5) Sequential gymnastic and tumbling skills. The student shall be provided opportunities to participate in gymnastics and tumbling.

ESSENTIAL ELEMENTS IN PHYSICAL EDUCATION
GRADE 5

(1) Physical fitness development to improve the quality of life. The student shall be provided opportunities to:

(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance;
(B) participate in developmental activities for power, agility, speed, coordination, reaction, and balance; and
(C) benefit from physical fitness testing and appraisal.

(2) Motor skills that develop positive body image and confidence. The student shall be provided opportunities to:

(A) continue development of combination of fundamental movement skills using balls and other equipment;
(B) continue development of perceptual awareness skills:

(i) coordination (eye-hand, eye-foot, rhythm); and
(ii) balance.

(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance. The student shall be provided opportunities to participate in rhythmic activities:

(A) rhythmic activities for endurance; and
(B) folk dance.

(4) Skills related to games and sports. The student shall be provided opportunities to:

(A) participate in lead-up and modified games;
(B) participate in individual, team, and recreational games;
(C) participate in individual, dual, and modified team sports;
(D) develop and practice behavior reflective of good sportsmanship and safety; and
(E) participate in contests and relays.

(5) Sequential gymnastic and tumbling skills. The student shall be provided opportunities to participate in gymnastics and tumbling.